S. HRG. 98-943

NATIONAL COMMISSION ON TEACHER EDUCATION ACT

HEARING

BEFORE THE

SUBCOMMITTEE ON
EDUCATION, ARTS AND HUMANITIES

OF THE

COMMITTEE ON
LABOR AND HUMAN RESOURCES
UNITED STATES SENATE

NINETY-EIGHTH CONGRESS

SECOND SESSION

ON

S.J. RES. 138

To establish a Commission on Teacher Education

JUNE 7, 1984

Printed for the use of the Committee on Labor and Human Resources

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CONTENTS

STATEMENTS

THURSDAY, JUNE 7, 1984

	Page
Blumenfeld, Samuel L., author and educator, Boston, MA; Dr. Patrick Groff, professor of education, School of Teacher Educaton, San Diego State University, CA; and Dr. David C. Smith, dean, College of Education, University of Florida, and president, American Association of Colleges for Teacher Education, Gainesville, FL	15
Prepared statement	23
Campbell, Malcolm B., professor of education, Bowling Green State University, prepared statement	190
Collins, Marva N., director, Westside Preparatory School, Chicago, IL, and Dennis Van Rokel, president, Arizona Education Association, Phoenix, AZ	91
Prepared statement	93
Epstein, Jacob, professor of education, Towson State University, prepared statement	178
Groff, Patrick, professor of education, San Diego State University, prepared statement	52
International Reading Association, Newark, DE, prepared statement	208
Lawrence, Jacqueline, parent, Chevy Chase, MD; Judy Zabel, parent, Western, NE; and Dr. Jacob Epstein, professor emeritus and visiting professor of education, Towson State University, Towson, MD	114
Prepared statement	117
Mactier, Ann, member of the board of education, Omaha Public Schools, prepared statement	193
McConnon, Margaret B., prepared statement	182
Micciche, Charles J., superintendent of schools, Groveton, NH, prepared statement	201
Richardson, Charles M., B.S., M.S., director, Learning Foundations, the Tutoring Center, prepared statement	183
Roekel, Dennis Van, president, Arizona Education Association, prepared statement	105
Smith, Dr. David C., dean, College of Education, University of Florida, Gainesville, FL, prepared statement	62
Zabel, Judy, parent, prepared statement (with attachments)	150
Zorinsky, Hon. Edward, a U.S. Senator from the State of Nebraska	2

ADDITIONAL MATERIAL

Articles, publications, etc.:	
Excerpt from the Congressional Record—Thursday, July 28, 1983, by Senator Zorinsky on the National Commission on Teacher Education Act	7
Excerpt from the Congressional Record—Extension of Remarks, April 27, 1982, by Hon. Robert H. Michel on Values Clarification	12
Communications to:	
Stafford, Robert T., a U.S. Senator from the State of Vermont, from:	
Magrath, Peter C., president, University of Minnesota, June 1, 1984	218
Bishop, Margaret M., reading specialist, May 31, 1984	220
Baer, Richard A., Jr., professor, New York State College of Agriculture and Life Sciences, May 28, 1984	221
Hersey, Jane, president, the Feingold Association of the United States, June 4, 1984	224

Page

Communications to—Continued
Stafford, Robert T., a U.S. Senator from the State of Vermont, from—Continued
Dubbell, Elizabeth (ret.), Sedona, AR, May 23, 1984 225
Mcgraw, Onalee, Ph.D., McLean, VA, June 18, 1984 228
D'Andrea, Susan Z., June 1, 1984 229
Waby, Judith M., June 7, 1984 230
Mitchell, Maury W., Walkertown, NC, May 21, 1984 232
Antonelli, George A., Ph.D., dean, division of education, University of Arkansas at Pine Bluff, May 22, 1984 235
Mobley, Laurie S., Louisiana State chairman, Reading Reform Foundation, June 2, 1984 236
Herzer, Ann, MA, June 5, 1984 (with attachments) 239
Johnson, Mary, June 5, 1984 261
Sheppard, Sharon L., Maryland State chairman, Reading Reform Foundation, June 1, 1984 (with enclosures) 265
Zorinsky, Hon. Edward, a U.S. Senator from the State of Nebraska, from:
Dallabetta, Patrick M., Ed.D., assistant superintendent, Crane Elementary School District, June 5, 1984 263
Rubicam, Bettina Hall, June 5, 1984 269
Toolan, Claire (with enclosures) 270
Mobley, Laurie S., Louisiana State chairman, Reading Reform Foundation, June 2, 1984 280

NATIONAL COMMISSION ON TEACHER EDUCATION ACT

THURSDAY, JUNE 7, 1984

U.S. SENATE,
SUBCOMMITTEE ON EDUCATION, ARTS AND HUMANITIES,
COMMITTEE ON LABOR AND HUMAN RESOURCES,
Washington, DC.

The subcommittee met, pursuant to notice, at 10:05 a.m., in room SD-430, Dirksen Senate Office Building, Senator Robert T. Stafford (chairman of the subcommittee) presiding.

Present: Senator Stafford.

Also present: Senator Zorinsky.

OPENING STATEMENT OF SENATOR STAFFORD

Senator STAFFORD. The Subcommittee on Education, Arts and Humanities will please come to order.

Today, the subcommittee meets to consider Senate Joint Resolution 138, a bill to establish a National Commission on Teacher Education.

Our lead-off witness today, a most valued and able colleague, Senator Zorinsky, introduced this legislation, and the Chair wishes to recognize the significant time and effort our distinguished colleague has devoted to this question.

The magic of the classroom occurs between pupil and teacher, and nowhere should we look more closely than at the quality, creativity, and health of the teaching profession.

Nineteen hundred and eighty-three was a banner year for evaluation of all facets of our educational system, and a review of our teacher corps was a strong component of these national reports. Under the leadership of Secretary Bell, the very fine report, "A Nation At Risk," was released. Its reverberations are still being felt. Indeed, among the many examples of declining student performance and enthusiasm, the report cites some disturbing trends with respect to teaching: teachers drawn from the bottom of academic ranks; teacher preparation curriculas weighted with courses in educational methods; inadequate salaries; severe shortages in certain disciplines, and in some cases, unqualified instructors.

As chairman of this subcommittee, I must say that these warning signals are a matter of grave concern to me. Yet there are signs of improvement. Secretary Bell's leadership in publicizing our Nation's educational plight has been followed by his wisdom in documenting the responses our Nation is making. "A Nation Responds," recently published by the Education Department, demon-

strates that the warning flashes emanating from the various national reports on education have been seen. The wave of reform sweeping the country suggests that, once again, our teachers, parents, administrators, students, and citizens realize that the strength of our Nation lies with the education of our people.

And, as "A Nation Responds" makes plainly clear, this wave of reform has changed teaching in our schools. Several States, including many represented by members of this committee, have proceeded to raise admissions standards to their schools of education. Some states now require more courses for teacher certification. Arkansas, New Jersey, West Virginia, and Connecticut, for example, now require teachers to pass an examination in their areas of specialization. Throughout the country, special scholarship, apprenticeship, and internship programs have helped to elevate the profession of teaching to its rightful place.

I should also like to note that teacher education continues to receive thorough national evaluation. Through his discretionary fund, Secretary Bell has made funds available to the American Association for Colleges of Teacher Education to create a national commission to examine, in a bipartisan way, reform strategies and proposals for teacher education.

Yet concern for an independent evaluation of this issue remains, and the legislation before us reflects that concern. Today, I look forward to the testimony of our witnesses. Your thoughts carve out a cross-section of views on teacher education. The Chair realizes that many of the witnesses before us feel very strongly about this topic, and I want to assure you that the subcommittee will give serious consideration to everything that is said here today.

As I said earlier, I am delighted that the author of this legislation, my able and distinguished colleague, Senator Zorinsky, is here.

Senator, do you have an opening statement?

STATEMENT OF HON. EDWARD ZORINSKY, A U.S. SENATOR FROM THE STATE OF NEBRASKA

Senator ZORINSKY. Thank you, Mr. Chairman, and at the outset, I want to thank you very, very much for taking time from your busy schedule in order to enable us to hold this hearing. I know the time constraints that are placed upon you, especially in this short session that we are involved in right now. With all of your numerous obligations and responsibilities, I think this is certainly indicative of where in the priorities you rank education, and I want to thank you for that.

Senator STAFFORD. Thank you.

Senator ZORINSKY. Mr. Chairman, I appreciate having this opportunity to address the subcommittee about the legislation I introduced in July 1983, Senate Joint Resolution 138, the National Commission on Teacher Education Act. The response to this legislation from around the country has been highly favorable.

This resolution was introduced as a result of the findings of the National Commission on Excellence in Education, which noted deficiencies in teacher training. It provides for a general study of teacher education, with special attention to be focused on two

areas: First, the causes of illiteracy as they relate to how teachers are trained to teach reading; and second, the training of teachers in the use of psychological techniques unrelated to academic learning.

I ask at this time that my floor statement, which includes the text of the resolution, be printed with my remarks in the hearing record.

Senator STAFFORD. Without objection, it certainly will be.

Senator ZORINSKY. Thank you.

Illiteracy today has become so widespread that it is now taken for granted. Over 20 percent of adults in this country are functionally illiterate, and another 32 percent are only marginally literate. Billions of dollars are spent every year on remedial reading by colleges, businesses, Government agencies, and the Armed Forces. Illiteracy threatens our economy, our national security, and indeed, the very future of our country. Much discussion has taken place recently about this problem and what can be done to help persons who are illiterate, but very little has been said about the prevention of illiteracy. We need to find out why students are not learning to read properly, and the obvious place to start is in how they are taught to read. But we also need to go back one step further and find out how teachers are taught to teach reading. This is not necessarily the only factor contributing to illiteracy, but it certainly is an important one.

Dr. Rudolph Flesch, in his 1955 book, "Why Johnny Can't Read," stated that "* * * from about 1930 to 1950, beginning reading instruction in American schools had been radically changed by the professors of education from the traditional alphabet-phonics method to a new whole-word, or hieroglyphic system called the 'look-and-say' method." He noted that by the 1940's, schools all over the country were setting up remedial reading departments and reading clinics to handle the thousands of children with reading problems.

In his 1981 book, "Why Johnny Still Can't Read," Dr. Flesch states that 124 studies have been made, carefully comparing the results of phonics-first and look-and-say. Every single one found the phonics method to be superior.

Many people have questioned why reforms have not been made and why reading instruction continues to be unnecessarily complicated. Among others, Dr. David J. Yarington, author of "The Great American Reading Machine," believes that it is the financial vested interest of those associated with the reading establishment, excluding teachers, which discourages reform. For instance, a transition back to phonics would involve elimination of millions of workbooks required for the look-and-say method every year, as well as possibly extensive remedial reading programs all over the country.

Some school districts, however, have on their own initiative retrained their teachers to the use of phonics, and in those instances students' language skills increased and costs decreased For example, in 1981, the Groveton, NH, schools adopted the phonetics method of teaching at the elementary level. At the end of the year, reading comprehension increased an average of one and one-half

grade levels, and expenditures were reduced from an average of $20 per student to $1.25.

When the Benjamin Franklin Elementary School in Mesa, AZ, opened in 1978, the principal had all his teachers trained in phonetics. This was at the request of the parents, but over the objections of the superintendent. By 1981, expenditures for reading materials were under $2 per student, compared with the district average of $23.42.

On the California Achievement Test, Franklin's students consistently score 1 to 2 years above the national average, and significantly above the district average. Interestingly enough, the superintendent continues to object to this phonetic approach to reading, even though this school has become so popular that last year some parents camped out for 3 days in order to enroll their children because it operates on a first-come, first-served basis.

I believe that this evidence is compelling enough to warrant a study of the techniques used in teaching reading and their effectiveness. Teachers are undoubtedly doing the best job they can with the tools they have been provided, but for the most part, the methods they are using, at least for the hard-to-teach, appear to be ineffective.

With respect to the second area I mentioned earlier—the use of psychotherapeutic techniques on normal children in the classroom—recent events have confirmed my belief that this area needs to be studied.

In February, the Department of Education issued proposed regulations on the Hatch amendment, which was passed in 1978. It requires prior written consent of parents before students are subjected to psychiatric or psychological methods which cause them to reveal personal information about themselves and their families. The proposed regulations would simply provide procedures for handling inquiries and complaints.

Seven public hearings were held around the country, and individuals from 29 States testified. In addition, written comments were received from virtually every State. Not one person at any hearing testified against the regulations, although written comments in opposition have since been received.

Mr. Chairman, I am certain that anyone who takes time to become familiar with what transpired at these hearings will be deeply disturbed by the testimony of the parents. Few of these people knew each other, but their stories were remarkably similar. They spoke of psychological techniques in the context of federally funded programs being used on their children without their knowledge or consent, which in some instances resulted in emotional harm to the children. They told of sensitivity training in which students were required to reveal their innermost feelings on highly personal matters; group therapy; role-playing murder, suicide, death, hate, and anger; the teaching of moral relativism and what they felt was the undermining of their role in the upbringing of their children.

Questions such as the following, which are included in the values clarification strategies, are being asked in classes like social studies or home economics:

"Reveal who in your family brings you the greatest sadness and why."

"Talk about your allowance—how much you get, when and how, and whether you think it is fair."

"Tell in as much detail as possible just what you consider the most satisfactory way to handle your burial."

"Tell where you stand on the topic of masturbation."

I agree with the parents that such questions are an invasion of privacy of the student and the family, to say nothing of the time taken away from academic learning.

Values clarification was also addressed in a 1980 hearing by the Senate Armed Services Committee. This technique was used in a pilot program for Army personnel in Europe in the late 1970's. After questions were raised during the hearing, the Army decided not to continue the program. I ask at this time that an article by Prof. Richard A. Baer, Jr., of Cornell University, reprinted in the Congressional Record on April 27, 1982, and a letter from Dr. Harold M. Voth, senior psychiatrist and psychoanalyst at the Menninger Foundation, both expressing concern about the use of values clarification, be included in the hearing record.

Mr. Chairman, this is not a new issue. Ten years ago, during consideration of the Buckley privacy amendment, the respected former Senator from North Carolina, Sam Ervin, expressed his concern about the schools "making guinea pigs out of children and delving into their personal attitudes and their attitudes toward their families." He spoke of federally funded projects which amount to "highly objectionable invasions of the psychological privacy of school children."

There is something wrong here, and we need to get to the bottom of it. I believe that by looking into these areas, we can improve education without the use of additional tax dollars.

We are so conditioned to attempting to solve every problem in education by spending more and more money, that we sometimes overlook the fact that more money has not always resulted in better education. According to the National Center for Education Statistics SAT scores have declined steadily as Federal education spending has increased. In 1964, when the Federal contribution to education was 4.4 percent, SAT scores averaged 980. In 1982, when Federal education spending was at 9.3 percent, SAT scores were down to 890. Surely there is a message here that we are missing. It is time to take a new look at the problems.

I hope that the members of the subcommittee will familiarize themselves with these issues. We need to listen not only to the education establishment, but to parents and others who are also affected by our actions.

My purpose in introducing this legislation is not to criticize teachers, but to determine how teacher education can be improved. It is intended to assure them of the best preservice and inservice instruction and thereby strengthen the teaching profession.

I want to make it clear that this legislation would not create national policy regarding teacher education. And in no way, although maybe it is implied, have I attempted in this legislation to omit the presence of teachers on this Commission. And, although it is not written into the bill, I will be happy to accept amendments to it

which would include specifically teachers' presence on the Commission in order to express the views of those who are in the teaching profession. The Commission would only look into its problems and make recommendations for improvement. I am aware that other groups have been set up to study teacher education since my legislation was introduced, and I support them. None of them, however, are looking into the areas about which I am specifically concerned. Representatives of business and industry, as well as parents, should be included in any study group because they are also directly affected and can provide a fresh perspective. In addition, Members of Congress who must vote on allocating funds for education should have input into the makeup of such a commission. I therefore urge the members of the subcommittee to act favorably on this proposal.

Thank you, Mr. Chairman.

[The following was received for the record:]

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Senate

THE NATIONAL COMMISSION ON TEACHER EDUCATION ACT

Mr. ZORINSKY. Mr. President, since the report of the Commission on Excellence in Education was published, national attention has been focused on the crisis in our schools. Many suggestions have been made on ways to improve our educational system. However, one problem area noted in the report which has received little attention is weakness in teacher training.

The Commission report found that teacher preparation programs need substantial improvement and that the teacher preparation curriculum is weighted heavily with courses in educational methods at the expense of courses in subjects to be taught. As a result, many teachers have not mastered the basic skills in reading, writing, math, and other subjects that they are required to teach.

Reaction to the report so far has dealt mainly with better pay for teachers, stricter curriculum requirements, competency testing, etc. I agree that these areas need attention. However, if teachers are not trained in their subject of instruction, all these changes will make little difference.

I have been looking into this matter since the Commission's report was issued, and the facts are surprising. Significant findings have been published in recent years—and earlier—about the poor quality of teacher education. Although some States have taken action, there has been no national response.

Numerous studies have found that the colleges of education now attract the least capable students, and those who go on to teaching jobs are among the lower-scoring graduates. Many students consider an education major as the easiest way to get a degree. They can earn 3 hours of college credit for taking courses such as materials for rhythmical activities, administering leisure delivery systems, or motorcycle safety and rider education. Ph. D. dissertations have been written on such topics as service in the high school cafeteria, student posture, and public school plumbing. As a result, talented students are discouraged from entering the teaching profession.

One of the most severe critics of teacher training has been Gene Lyons, staff writer for the Texas Monthly, who authored an article in 1979 about his investigation of teacher training institutions. He described as nonsense many of the classes he visited. The play-acting and other antics causes him to wonder if he had not wandered into classes for stand-up comedians. He said, "Everyone was having a grand time and why not? Everybody was getting an A or at worst a B." He called teacher education "a massive fraud, which drives out dedicated people, rewards incompetence and wastes millions of dollars."

Around the mid-1960's a faction of educators urged wholesale rejection of traditional educational methods. As a result, many teacher training programs shifted their emphasis from training teachers in academic subjects to emphasis on behavioral science techniques. They began to concern themselves with the children's emotional development, social adjustment, and so forth, at the expense of cognitive learning.

These theories have been criticized by other educators. Diane Ravitch of Columbia Teachers College in New York City stated.

> It is really putting things backwards to say that if children feel good about themselves, they will achieve. Instead, if children are learning and achieving, then they feel good about themselves.

The distinction between teaching techniques and behavioral science techniques is not clear, since many of the psychological strategies which became popular in the 1960's and 1970's were meant to be interspersed in the classroom in all subjects. However, it is clear that for many teachers the subject to be taught is secondary to the student's inner life—their self-concepts, feelings and values.

In 1981, J. W. Anderson, a member of the editorial page staff of the Washington Post, wrote about a paradox at George Mason University in Fairfax, Va. Its English Department was leading a statewide campaign to instruct teachers at every level on how to teach writing. At the same time, its education department was using a textbook which directed its future teachers not to require written reports but instead to have students sign up for oral reports. This would "save the student the trouble of writing or typing a report, and you the trouble of reading a report; it will also give you the opportunity to interact with each of your students on a person-to-person basis and to probe more deeply into interpretations." Obviously the emphasis was on interaction and probing rather than on proficiency in writing. Mr. Anderson found the suggestion that writing was mere trouble for both the student and teacher insidious. Yet, this situation at George Mason is far from unique.

In the February 1981 issue of the Phi Delta Kappan, Arthur W. Combs of the University of Northern Colorado authored an article in support of humanistic education. He stated that "our society can get along very well with a bad reader; a bigot is a danger to everyone." While I do not care for bigots any more than Professor Combs does, I am disturbed that a "distinguished professor in foundations of education" could have such a cavalier attitude toward literacy.

Illiteracy in the United States has become so widespread that we have come to accept it as the norm. Over 22 percent of adults in this country are functionally illiterate, and another 32 percent are only marginally literate. Billions of our tax dollars are spent every year on remedial reading. Not only are remedial reading classes taught in colleges, but government agencies, the Armed Forces, and industry are forced to offer courses in basic reading skills.

This problem affects all segments of our society and our economy in that it contributes to increased welfare, unemployment, crime, and other social ills, all of which must be addressed with additional tax dollars. A 1975 Office of Education study found that while the situation is dismal for all American school children, it is even worse for minorities who are disproportionately represented in these illiteracy rates—more than twice that of the population as a whole.

Dr. Rudolf Flesch, in his 1981 book, "Why Johnny Still Can't Read," stated that because of current methods of instruction, the U.S. literacy rate has already dropped to the level of Burma and Albania and is approaching that of Zambia.

The whole-word system of reading being taught in our schools is described by Samuel Blumenfeld in the February, 1983 issue of American Education as imbecilic. He claims it is needlessly complicated, difficult, illogical, and ineffective. He wondered how educators can be "insane enough to think that you could successfully teach children to read English as if it were Chinese?"

Mr. Blumenfeld asks how the professors get away with this blatant educational malpractice in a free country where parents and elected representatives are supposed to have ultimate control over the public schools.

In a 1979 research article entitled "Teaching Reading to Learning-Disabled and Other Hard-to-Teach Children," Dr. Barbara Bateman stated,

> Near failure-proof methods for teaching all children to read are already available. Continued failure of schools to employ these programs is at best negligent, and at worst malicious.

It has been suggested that the greatest obstacle to literacy in America is our own educational establishment, which has a vested interest in maintaining the status quo. According to the 1969 report of the National Academy of Education's blue-ribbon Committee on Reading, "an effective national reading effort should bypass the existing education macrostructure." The intimation is that there is power and money for educators in illiteracy.

The International Reading Association has gone from 7,000 members in 1965 to 65,000 in 1982. According to Mr. Blumenfeld, "it has become the impregnable citadel of the whole-word method." He claims that proven methods of teaching reading are kept out of our schools as effectively as if we had a "dictatorship with an all-powerful Ministry of Education." Strong words? Yes; but is it not our responsibility to find out the extent of the truth behind them? Why has remedial reading become institutionalized? Why are not teachers trained to teach it right in the first place?

In the New York Times Magazine of June 5, 1983, Leon Botstein as one of his "Nine Proposals to Improve Our Schools," stated that separate schools of education and departments of education should be disbanded. He suggested that education department faculty should be distributed throughout the academic departments. In this way, the substantive training of teachers would be in their subject matter. Although this proposal sounds radical, we need to look at what prompted it.

School time is precious time. It should not be misspent because of teachers who have not been educated properly. Our children have only one opportunity for an education.

I find it significant that parents are willing to pay for private schools which, in most States, are not required to have certified teachers.

Mr. President, I am a strong supporter of our public schools. I am dismayed to find our that although our per capita public expenditures on education are higher than anywhere in the world, our students fall far behind those of other countries in test scores. Although we rank first on measures of resource allocation, we are not first on any measure of intellectual achievement.

While we obviously have many good schools of education and countless able and dedicated teachers, the facts cannot be ignored. Our education system is in trouble, and we must look for root causes. I believe that our system of teacher education is one of them. Students cannot learn from teachers who have not been educated and trained properly.

I am therefore introducing legislation to establish a Commission to investigate teacher training in this country. I do not suggest for one moment that we should create national policy on teacher education, but rather that we look into its problems. This is not meant to supplant any efforts that the States are already making, but to supplement them. The Commission could be a useful tool in working with the States, identifying common problems, and sharing solutions that have been found to be effective.

I believe it is a proper role of the Federal Government to focus on this national problem. The colleges of education and departments of education are not as subject to scrutiny as are our public schools. Therefore, a national Commission would be the most effective way to look into this matter. I also believe that we should not put this investigation into the hands of the education community alone. Representatives of business and industry as well as parents should be included in any study because they are also directly affected and can provide a fresh perspective.

The cost of this Commission is minute compared to the cost of doing nothing. I urge my colleagues to support this effort.

Mr. President, I ask unanimous consent that the text of the legislation be printed in the RECORD immediately following my floor statement.

There being no objection, the bill was ordered to be printed in the RECORD, as follows:

S.J. Res. 138

Whereas the National Commission on Excellence in Education found that teacher preparation curriculum is weighted heavily with courses in "educational methods" at the expense of courses in subjects to be taught and found that teacher preparation programs need substantial improvement;

Whereas significant findings have been published about the poor quality of teacher education, but there has been no national response;

Whereas colleges of education are not accountable to the public as are local schools;

Whereas numerous studies have found that the colleges of education now attract the least capable students, and those who go on to teaching jobs are among the least talented graduates;

Whereas many teachers have not mastered the basic skills in reading, writing, math, and other subjects that such teachers are employed to teach;

Whereas it is important that competent persons be attracted to the field of teaching;

Whereas many teacher training programs have shifted emphasis from training teachers to develop expertise in academic subjects in which such teachers are to be certified, to emphasis on classroom psychological techniques not related to the development of student academic competencies;

Whereas recently, there has been a marked decline in student achievement test scores;

Whereas one out of five adults has been determined to be functionally illiterate; and

Whereas it is not possible to expect students to be taught properly by teachers who have not been trained properly: Now, therefore be it

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, That this joint resolution may be cited as the "National Commission on Teacher Education Act".

ESTABLISHMENT OF COMMISSION

SEC. 2. (a) There is established a commission to be known as the Commission on Teacher Education (hereafter in this Act referred to as the "Commission").

(b) The Commission shall be composed of sixteen members as follows:

(1) Eight members shall be appointed by the President of the United States.

(2) Four members shall be appointed by the President pro tempore of the Senate, two upon recommendation of the Majority Leader of the Senate and two upon recommendation of the Minority Leader of the Senate.

(3) Four members shall be appointed by the Speaker of the House of Representatives, two upon recommendation of the Majority Leader of the House of Representatives and two upon recommendation of the Minority Leader of the House of Representatives.

(c)(1) Of the members specified in paragraph (1) of subsection (b), not more than four members shall be from the same political party. Of the members specified in paragraphs (2) and (3) of subsection (b), not more than two members specified in each such paragraph shall be from the same political party.

(2) Of the members specified in paragraph (1) of subsection (b), two shall be parents, two shall be representatives of business and industry, and two shall be members of local school boards. Of the members specified in paragraph (2) of subsection (b), one shall be a parent, one shall be a representative of business and industry, and one shall be a member of a local school board. Of the members specified in paragraph (3) of subsection (b), one shall be a parent, one shall be a representative of business and industry, and one shall be a member of a local school board. The members of the Commission shall be individuals who possess demonstrated capacities to discharge the duties imposed on the Commission.

(d) Any vacancy in the Commission shall not affect its powers, but shall be filled in the same manner in which the original appointment was made.

(e) The Commission shall elect a Chairman and a Vice Chairman from among its members.

(f) Nine members of the Commission shall constitute a quorum for the transaction of business, but the Commission may establish a lesser number as a quorum for the purpose of holding hearings, taking testimony, and receiving evidence.

FUNCTIONS

SEC. 3. (a) The Commission shall conduct a full and complete investigation of teacher training in the United States. Such investigation shall include, but not be limited to, the consideration of—

(1) the proper balance between courses in instructional methods and subject matter, and the degree to which imbalances may exist;

(2) the extent of training in the use of psychological techniques unrelated to academic content in colleges of education, and the use of such techniques in the classroom and the effect on students;

(3) the methods used to train teachers in all academic subject areas and grade levels to teach reading and reading comprehension, how reading is currently being taught in the classroom, and the effectiveness of these methods; and

(4) the role the Federal Government has played in the areas described in this subsection.

(b) In carrying out its functions under this section, the Commission shall—

(1) assess the factors which contribute to excellence in teacher education and the degree to which teacher education programs are or are not meeting these standards;

(2) assess the degree to which teacher education inadequacies have contributed to illiteracy;

(3) review teacher in-service training programs at the local, State, and university levels to determine the characteristics that promote effective classroom teaching performance and the degree to which these programs are or are not achieving these standards;

(4) recommend policies to attract competent persons to the field of teaching;

(5) recommend programs and policies to upgrade teacher education, with particular emphasis on teaching skills in the areas of reading and reading comprehension;

(6) recommend the appropriate local, State, and Federal role in addressing the problems of upgrading teacher education in this country; and

(7) assemble, analyze and publicize its findings.

(c) The Commission shall submit to the President and to the Congress such interim reports as it deems advisable. The Commission shall submit to the President and to the Congress not later than twenty-four months after the first meeting of the Commission, a final report of the study and investigation, together with such recommendations as the Commission deems advisable.

ADMINISTRATIVE PROVISIONS

SEC. 4. (a) Subject to such rules and regulations as may be adopted by the Commission, the Chairman is authorized to—

(1) appoint, terminate, and fix the compensation without regard to the provisions of title 5, United States Code, governing appointments in the competitive service, and without regard to the provisions of chapter 51 and subchapter III of chapter 53 of title 5, United States Code, or of any other provision of law, relating to the number, classification, and General Schedule rates—

(A) of such personnel as it deems advisable to assist in the performance of its duties, at rates not to exceed a rate equal to the maximum rate for GS-18 of the General Schedule under section 5332 of such title; and

(B) of an Executive Director for the Commission contingent upon confirmation by the Commission members at an annual rate of compensation not to exceed a rate equal to the rate provided for level V of the Executive Schedule under section 5316 of title 5, United States Code; and

(2) procure, as authorized by section 3109 of title 5, United States Code, temporary and intermittent services to the same extent as is authorized by law for agencies in the executive branch but at rates not to exceed the daily equivalent of the maximum annual rate of basic pay in effect for grade GS-18 of the General Schedule.

(b) Service as a member of the Commission or as an employee of the Commission shall not be considered service in an appointive or elective position in the Government for purposes of section 8344 of title 5, United States Code, or comparable provisions of Federal law.

(c) The Commission may adopt such rules and regulations as may be necessary to establish its procedures and to govern the manner of its operations, organization, and personnel.

COMPENSATION OF MEMBERS

SEC. 5. (a) The members of the Commission who are otherwise employed by the Federal Government shall serve on the Commission without additional compensation. The members of the Commission not otherwise employed by the Federal Government shall each be paid at a rate equal to the daily rate of pay for level IV of the Executive Schedule for each day such member is engaged in the actual performance of duties as a member of the Commission.

(b) All members of the Commission shall be reimbursed for travel as authorized by section 5703 of title 5, United States Code, subsistence, and other necessary expenses incurred in the performance of the duties of the Commission.

POWERS OF THE COMMISSION

SEC. 6. (a) The Commission or, on the authorization of the Commission, any subcommittee thereof or any member authorized by the Commission may, for the purpose of carrying out this joint resolution, hold such hearings and sit and act at such times and places, take such testimony, have such printing and binding done, enter into such contracts and other arrangements (with or without consideration or bond, to such extent or in such amounts as are provided in appropriation Acts, and without regard to section 3709 of the Revised Statutes (41 U.S.C. 5)), make such expenditures, and take such other actions as the Commission or such member may deem advisable. Any member of the Commission may administer oaths or affirmations to witnesses appearing before the Commission or before such member.

(b) The Commission is authorized to secure directly from any officer, department, agency, establishment, or instrumentality of the Government such information, suggestions, estimates, and statistics as the Commission may require for the purpose of this joint resolution, and each such officer, department, agency, establishment, or instrumentality is authorized and directed to furnish, to the extent permitted by law, such information, suggestions, estimates, and statistics directly to the Commission, upon request made by the Chairman or Vice Chairman.

(c) Upon request of the Commission, the head of any Federal agency is authorized to make any of the facilities and services of such agency available to the Commission or to detail any of the personnel of such agency to the Commission, on a reimbursable basis, to assist the Commission in carrying out its duties under this joint resolution, unless the head of such agency determines that urgent, overriding reasons will not permit the agency to make such facilities, services, or personnel available to the Commission and so notifies the Chairman in writing.

(d) The Commission may use the United States mails in the same manner and under the same conditions as other departments and agencies of the United States.

(e) No officer or agency of the United States shall require the Commission to submit any report, recommendation, or other matter to any such officer or agency for approval, comment, or review before submitting such report, recommendation, or other matter to the Congress.

TERMINATION OF THE COMMISSION

SEC. 7. Ninety days after the submission to the Congress of its final report the Commission shall cease to exist.

AUTHORIZATION OF APPROPRIATIONS

SEC. 8. There are authorized to be appropriated such sums, but not to exceed $2,000,000, as may be necessary to carry out the provisions of this joint resolution.

VALUES CLARIFICATION

HON. ROBERT H. MICHEL

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

Tuesday, April 27, 1982

● Mr. MICHEL. Mr. Speaker, ridicule is one of the major arguments used by educational experts who wish to ignore parental concern about certain aspects of the school curriculum. Instead of listening to criticism and learning from it, all too often the experts dismiss critics as "unsophisticated," "reactionary," "ignorant," or—the ultimate horror in the view of some high-level educator experts and administrators—"right-wing."

Richard A. Baer, Jr., associate professor at Cornell University, has shown that criticisms of federally-funded "values clarification" programs have a strong intellectual basis and cannot be dismissed or ignored as "right-wing" propaganda.

If you wonder why some parents have lost faith in Federal support of education, read "Parents, Schools, and Values Clarification" by Richard A. Baer, Jr., from the Wall Street Journal, April 12, 1982, which I insert in the RECORD at this time:

(From the Wall Street Journal, April 12, 1982)

PARENTS, SCHOOLS, AND VALUES CLARIFICATION

(By Richard A. Baer, Jr.)

Back in the mid-1960's social scientists Louis E. Raths, Merrill Harmin and Sidney B. Simon developed the teaching method known as Values Clarification, advertising it as an ideal way to deal with values without taking sides or indoctrinating students in one particular value position. Since "by definition and right . . . values are personal things" ("Values and Teaching," 1966), teachers should never try to teach children correct values. To tell a student stealing is wrong or that kindness and loyalty are good values, would be, according to Values Clarification, to manipulate and coerce a student. Teachers should help students discover and clarify their own personal values instead of trying to force someone else's values on them.

Spread by teacher workshops, paid for in part by state and federal tax dollars, Values Clarification caught on quickly in the early 1970s and became popular with many teachers and administrators. Its use in public school sex-education classes and by local Planned Parenthood groups was particularly noteworthy, for whether intended or not, adolescents were in effect given the message that parents, the school or society had no right to tell them what standards should guide sexual behavior. Whether premarital sex was right or wrong for instance, adolescents would discover for themselves as they were helped to clarify their personal values.

Parents did not react immediately. But when children began to report over dinner that class discussion had been about whether lying was sometimes permissible and whether they should always obey their parents, it wasn't long before groups of parents began to mobilize against Values Clarification.

EMOTIONS OUTSTRIPPED LOGIC

Many of these parents were Christian fundamentalists. Their arguments were not couched in the sophisticated jargon of philosophy or social science, and sometimes emotions outstripped logic. But they left little doubt that they thought Values Clarification was teaching their children a kind of ethical relativism.

Instead of meeting such objections with solid arguments of their own, many educators attacked the objectors, dismissing their criticisms as little more than a reactionary fundamentalist response to education innovation.

This is precisely what happened, for example, in the spring of 1979 in a dispute over Values Clarification in the consolidated school system of Spencer and Van Etten, two small Upstate New York communities not far from Elmira. Supporters of Values Clarification referred early in the conflict to the concerned parents as simplistic, anti-intellectual and opposed to independent thought. One teacher accused them of having ties with national right-wing groups. But what was most embarrassing about this dispute was that it soon became apparent to several outside observers (including myself) that these "anti-intellectual" parents had a better grasp of the philosophical issues involved than the professional educators.

Martin Eger, professor of philosophy and physics at the City University of New York, pointed out in a spring 1981 article in the Public Interest that the climate of trust eroded rapidly after the school at first denied that Values Clarification made up any part of the required curriculum. When it became public knowledge that it did form the basis of at least one required course in vocational decision-making, school authorities still refused to meet in open, mediated dialogue with the protesters. The parents were left with no recourse but to accept the use of Values Clarification—which they thought would violate their consciences—or attempt a political solution by entering their own candidates in school board elections.

The basic complaints of the parents in Spencer-Van Etten and in many similar cases have now been largely substantiated. Over the past seven years, nonfundamentalist scholars from major universities—including professors Kenneth A. Strike of Cornell, Alan L. Lockwood of the University of Wisconsin and John S. Stewart, formerly of Michigan State University—have faulted Values Clarification on at least a dozen counts. The list of critics also includes William J. Bennett, recently appointed by President Reagan as chairman of the National Endowment for the Humanities, and Edwin J. Delattre, president of St. John's College in Annapolis. The major objections of these writers are virtually identical with those initially raised by religious fundamentalists and other parents' groups.

First, contrary to what its proponents claim, Values Clarification is not values-neutral. Even on the level of particular ethical decisions, where the authors try hard to be neutral, they succeed only partially. As Messrs. Bennett and Delattre point out, the approach used in such Values Clarification strategies as Sidney Simon's "Priorties" emphatically indoctrinates—by encouraging and even exhorting the student to narcissistic self-gratification."

And on the deeper level of what philosophers call "metaethics"—that is, critical analysis and theory about the nature of values as such—the claim to neutrality is entirely misleading. At this more basic level, the originators of Values Clarification simply assume that their own subjectivist theory of values is correct. By affirming the complete relativity of all values, they in effect equate values with personal tastes and preferences. If parents object to their children using pot or engaging in premarital sex, the theory behind Values Clarification makes it appropriate for the child to respond, "But that's just your value judgment. Don't force it on me."

Furthermore, Values Clarification indoctrinates students in ethical relativism, for its proponents push their own position on their captive student audiences and never suggest that thoughful people may choose alternatives. Sidney Simon, Howard Kirschenbaum and other Values Clarification authors repeatedly belittle teachers of traditional values. Such teachers, they claim, "moralize," "preach," "manipulate" and "whip the child into line." Their positions are "rigid" and they rely on "regions and other cultural truisms."

The second major fault, according to the University of Wisconsin's Alan Lockwood, is that "a substantial proportion of the content and methods of Values Clarification constitutes a threat to the privacy rights of students and their families." To be sure, the method permits students to say "I pass" when the teacher asks them to complete such open-ended sentences as "If I had 24 hours to live. . . .", "Secretly I wish . . ." or "My parents are usually. . . ." But many of these "projective techniques" are designed in such a fashion, Mr. Lockwood claims, that students often will realize too late that they have divulged more about themselves and their families than they wish or feel is appropriate in a public setting. Moreover, the method itself incorporates pressure toward self-disclosure.

CONTRADICTING THE BIBLE

A third criticism of Values Clarification is that by presupposing very specific views about human nature and society, it becomes a kind of "religious" position in its own right which competes directly with other religious views. For instance, Values Clarification theory consistently presents the individual self as the final arbiter of value truth (individuals must develop their own values "out of personal choices"), and it assumes that the good life is one of self-fulfillment and self-actualization. These positions directly contradict the Biblical view that God is the ultimate lawgiver and that the good life is to be found only in losing oneself in the service of God and of one's neighbor.

The use of Values Clarification in public schools or even by such quasi-public agencies as Planned Parenthood constitutes a direct violation of First Amendment protection against the establishment of religion, one at least as objectionable as the attempt by some fundamentalists to require the teaching of creationism in the public schools. Schools that use the method are, probably unwittingly, fostering the establishment of one particular "religion" and by doing so are abusing the rights of those who hold differing positions.

The controversy over Values Clarification tells us something about the quality of public discourse in this country. The educational establishment and the press ought to recognise that there is as much diversity among religious fundamentalists as among Catholics, Jews and liberal Protestants. Gratuitous sniping against blacks, women, Jews, Chicanos and Roman Catholics is no longer tolerated, but somehow fundamentalists who speak out against a development like Value Clarification remain fair game for the worst kinds of prejudicial attack. A bit more fairness is long overdue.●

HAROLD M. VOTH, M.D.
745 WESTCHESTER RD.
TOPEKA, KANSAS 66606

February 14, 1981

Mr. Irvin W. Myers
Superintendent, and
School Board Members
Auburn-Washburn Rural
District 437

Dear Sirs:

I have been aware for sometime of the concept of "Values Clarification" in our schools. Reviewing this material further crystalizes my opinion of the meaning and probable effects of this process on young children.

The origin and basis for development of human values is a very complex issue. Values guide the human spirit to a large extent, and it is therefore imperative that values be well tested and that our best ones be carefully guarded and retained. To suddenly abandon old values and adopt new ones which have not been well thought out and tested as Values Clarification exercises advocate is hazardous for the young who have no basis for evaluating this process.

Emotionally disturbed and angry people tend to rebel against established value systems and blindly toss out the old ones and advocate new ones which are not only untested but often harmful. The advice given by secular humanism that young people reject values which have been passed on by family and society is an example of such rebellion. No one in his right mind would argue with the importance of testing the status quo, but blind rebellion is destructive in the extreme. Values do change over time -- life is ever changing -- but change should come in carefully measured steps.

Secular Humanism and Values Clarification tell the young to reject all values on a grand scale and suggest that the young mind possesses the inherent wisdom to discover truth. This is utter nonsense, and it is highly destructive to the young person. Young people need a frame of reference by which to order their lives. Once their personalities have matured and firmed they can then turn their attention, if they wish to do so, to the difficult issues of ethics, values, and the like.

Many of the exercises of the Values Clarification process are beyond the young person's comprehension. They are forced to contemplate carrying out acts (forced choice decisions) which in themselves violate the values they have been taught.

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I can see no purpose whatsoever in forcing a child to consider tossing an old woman out of a sinking rowboat or deciding who was more guilty in a grotesque tragedy of some sort.

Values Clarification exercises, the exploration of attitudes and ethical systems inevitably involve the psychological make-up of the student and the teacher or counselor. The personality and its functioning of the pupil should be off limits to educators. How a child develops psychologically is the sole responsibility of the parents. If educators recognize psychiatric disturbance in the pupil, parents should be informed. It is the responsibility of the parent to obtain expert professional assistance --- not the educator's. The human psyche is a complex system and should never be tampered with by inexpert individuals under the guise of Values Clarification rhetoric.

In my opinion time at school is precious time and should not be misspent on manipulations of the child's psyche. Instead time should be used to educate our children. It is not proper for educators -- in fact it is illegal -- to concern themselves with the so-called whole person, because this involves the personality of the student.

My remarks are in support of the parents who are challenging the educational process which is based on the "Values Clarification" concept.

Sincerely,

Harold M. Voth

Harold M. Voth, M.D.
Senior Psychiatrist and
Psychoanalyst
The Menninger Foundation
Topeka, Kansas

Senator STAFFORD. Thank you very much, Senator Zorinsky, for a very thoughtful and thorough statement.

We are now ready for the first panel. We would ask Mr. Samuel Blumenfeld, Dr. Patrick Groff, and Dr. David Smith if they would come to the witness table.

Gentlemen, we appreciate your being here. We know all of the hard work you have gone through to prepare and the time and trouble you have gone through to be here. And so it is with great reluctance that I have to say that time compressions in the Senate force me to ask you to summarize your statements in 5 minutes. We have that infernal traffic signal in front of you, which will give you 5 minutes on the green and then the red.

Your full statements, where we have them, will be included in the record as if read.

Having said that, it would be my intention to go with the panel as we have named you, which means, Mr. Blumenfeld, you are first. You are an author and an educator from New England way, Boston, MA. You will be followed by Dr. Patrick Groff, who is professor of education, San Diego University in California, and finally, Dr. David Smith, who is dean, College of Education, University of Florida, and president of the American Association of Colleges for Teacher Education.

Gentlemen, we are ready, and Mr. Blumenfeld, we will hear you.

STATEMENT OF SAMUEL L. BLUMENFELD, AUTHOR AND EDUCATOR, BOSTON, MA; DR. PATRICK GROFF, PROFESSOR OF EDUCATION, SCHOOL OF TEACHER EDUCATION, SAN DIEGO STATE UNIVERSITY, CA; AND DR. DAVID C. SMITH, DEAN, COLLEGE OF EDUCATION, UNIVERSITY OF FLORIDA, AND PRESIDENT, AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION, GAINESVILLE, FL

Mr. BLUMENFELD. Thank you, Senator.

About a year and a half ago, an American collegiate debating team toured the Soviet Union for 2 weeks. During one debate, a Soviet man in the audience asked the Americans a very embarrassing question. He said:

> Recently, I came across some statistics which shocked me. Your journal, U.S. News & World Report, wrote that 23 million Americans, that is to say, one out of every five Americans, does not know how to read and write well enough to cope with the demands of everyday life. What can you say in regards to this? Can it really be that this is possible in such a developed country as the United States of America?

The American at the podium, who spoke fluent Russian, was at a loss to provide an answer. He made a lame joke and passed on to the next subject.

Interestingly enough, the Soviet Union does not have a reading problem. Any child who attends a Soviet school learns to read. But millions of children in American schools become reading disabled, and many graduate as functional illiterates.

Why?

Is it possible that something is wrong with the way we teach children to read?

How do they teach reading in the Soviet Union? They use the analytic/synthetic method—a method commonly known as inten-

sive phonics. That was the method used in the early 1930's when I went to school in New York City. In those days, there was no reading problem.

But later in the 1930's, a new method of teaching was introduced into the schools, called "look-say," the whole-word method. It was based on the peculiar idea that you can teach children to read English as if it were Chinese. The result has been an academic disaster of such proportions that it will take generations before its ill effects are eradicated from our society, if ever.

In 1955, Rudolf Flesch exposed the teaching methods problem in a historic book entitled, "Why Johnny Can't Read." In it, he wrote: "The teaching of reading all over the United States, and in all the textbooks, is totally wrong and flies in the face of all logic and commonsense."

What was the reaction of the educators to all of this? They denounced Flesch, created a powerful professional organization to counter his influence, and continued to promote their methods in the schools of America. And, of course, the situation continued to get worse.

In 1965, Congress passed the Elementary and Secondary Education Act, supposedly to cure the reading problem and other ills. But, in fact, it made matters worse, for while the educators got $42 billion for title I between 1965 and 1984, the teaching methods were not changed. Meanwhile, the SAT's began their nosedive, falling 43 points between 1966 and 1980.

The failure of title I did not go entirely unnoticed. In 1969, a blue-ribbon committee on reading was formed to study the literacy problem. In its report of 1975, the committee had this to say about title I:

> It is not cynical to suggest that the chief beneficiaries of the Elementary and Secondary Education Act have been members of the school system—both professional and paraprofessional—for whom new jobs were created. Seven years and as many billion dollars later, the children of the poor have not been "compensated" as clearly as the employees of the school systems through this investment.

The committee came to the conclusion that the literacy problem could only be solved by bypassing the existing education macrostructure. What the committee was telling us, in effect, is that the greatest obstacle to literacy in America is our own education establishment.

The legislation before you calls for a full and complete investigation of teacher training in the United States by a commission made up of noneducators; that is, parents, whose children are the victims of educational malpractice, representatives of business and industry who must employ the functional illiterate, and school board members who must govern the public schools for their communities.

It is obvious that today's organized teachers cannot be trusted to monitor their own performance. They have too high a vested interest in institutionalized malpractice. It justifies the enormous Federal investment in public education.

In July 1980, David Broder interviewed Terry Herndon, executive director of the NEA, and asked him why so little was said at the NEA convention about educational quality. Herndon's response was quite astonishing. He said: "We don't have the answers."

Hopefully, the proposed Commission will find the answer for Mr. Herndon.

If the Government finds it important to protect Americans from toxic waste, consumer fraud, and the possible harm of cigarette smoking, it ought to become equally concerned with protecting American children from the devastating blight of functional illiteracy. Therefore, I hope that the proposed Commission will be established as a first step in providing that protection.

[Mr. Blumenfeld's response to additional questions by Senator Hatch and his prepared statement follow:]

Questions for Mr. Samuel Blumenfeld, first witness at the hearing on June 7, 1984 on S.J. Res 138, A bill to establish a National Commission on Teacher Education. From Senator Orrin G. Hatch.

Mr. Blumenfeld. During your discussion before the subcommittee you stated categorically that ". .not more that 15 percent of the schools of this nation teach intensive phonics. (Emphasis mine)

1. Would you please define the precise meaning of the term "intensive phonics." From whence was the term derived, and how was its meaning established - in what literature is it used?

2. Concerning the number of schools which fall within that 15 per cent category, how was the percentage established? Is there any statistical difference between inner city and rural schools, affulent suburban school districts and magnet schools, etc? Or, do 15 per cent of the schools on a non-stratified random sample simply fail to use this method you seem to prefer?

3. The semantisist, Mario Pei, suggests that there are just a whole lot of words in the English language that cannot be analyzed phonetically? What is your estimate of the number of words that fall in that category?

4. Dr. Pei also suggests that there are some fifty recognized sounds in a language like English, and that these sounds seldom coincide exactly; consequently, from these fifty sounds, the total possible number of speech sounds could run into the thousands. He also suggests that, because the ear is something less than a perfect hearing instrument, the average person really hears only about fifty per cent of the sounds produced by a speaker and supplies the rest out of his own sense of the context. Because no two native speakers of any language pronounce any word or sound of that language exactly alike, doesn't this suggest that teaching "context clues" (as suggested by another witness at the hearing) may be a more effective technique for teaching reading than "intensive phonics?"

5. Going back to the imperfections of our hearing mechanisms, accoustically, the five basic vowel sounds, a, o, e, i, and u, are perceptible by the ear in the order just given, while among the consonant sounds, k, g, ch and j are more perceptible than p, b, f, v, t, d, s, and z - which are used in more words than the first group. In the method of intensive phonetic teaching of reading, how is this disparity in how the ear actually hears sounds (assuming all ears hear exactly the same, which they do not) taken into account? (Remembering, of course, that the ear only hears about half of what is spoken in normal conversation and no two sets of ears are hearing precisely the same sounds at any given moment in time.)

6. In your historical account of how the nadir has been reached in the development of teachers, you neglected to account for the changes which have taken place in the home since those jobless, depression years you recall so well when children saw their parents read, and were often read to by their parents - the same homes that now have a number of TV sets so the family will not squabble over which program to watch. Doesn't the fact children see less and less reading in the home for both pleasure and study, have some effect on our nation's literacy level?

Dear Senator Hatch:

Here are the answers to your questions in reference to S.J. Res 138, a hearing for which took place on June 7, 1984.

Let me say at the outset, Senator, that these questions are quite pertinent, but that they should have been answered by the Department of Education or the National Institute of Education a long time ago. There is no reason why we should not know, with certainty, today, which way is the best way to teach children to read. That information should have been obtained years ago, before the federal government spent billions of dollars for compensatory and remediatory education. The fact that these questions are still being asked is the best reason why the Zorinsky Commission is necessary.

It is also apparent that the opponents of the Zorinsky Commission do not want these questions to be answered. They probably do not even want them to be asked. But the government must ask them and get the answers if Congress is to justify the spending of billions of dollars to solve the reading problem.

Now to the questions.

1. "Intensive phonics" is a method of teaching children to read. It consists of teaching a child (or adult illiterate) the alphabet and the sounds the letters stand for in a systematic, logical sequence, using drill as a means of reinforcing the child's mastery of the alphabetic system. My own instruction book, ALPHA-PHONICS, teaches the letter sounds in the following sequence: short a; the consonants; short e, i, o, u; consonant blends; long vowels and other vowels. These letter sounds are taught by using one syllable words in spelling families, nonsense syllables (which will be later encountered in multisyllabic words), short sentences using the words already learned.

The term "intensive phonics" was coined to differentiate it from "incidental phonics" which is taught in look-say programs. In look-say, the sight vocabulary is the chief means of teaching the child to read. Incidental phonics is taught merely as one of the tools of "word attack" along with picture clues, context clues, and configuration clues. "Incidental phonics" is piecemeal phonics taught over a long period of time, after the child has mastered a sight vocabulary, and is used as "phonetic clues" to help the child decipher unknown words. In "intensive phonics" a sight vocabulary is <u>not</u> taught.

I do not know who originated the term "intensive phonics." The term may be of recent origin but the method is not. "Intensive phonics" is the method that has been used over the centuries to teach children to read an alphabetic writing system since the alphabet was invented some four thousand years ago. It was used in ancient Greece and Rome and used exclusively in the United States until the 1830s when the first whole-word, look-say system was invented by Rev. Thomas H. Gallaudet, the celebrated teacher of the deaf and dumb. However, it did not become the dominant and virtually exclusive means of teaching normal children to read until the 1930s when the progressives introduced it in the public schools.

Answers to Questions submitted by Senator Hatch - 2

2. Concerning the estimate that about 15 percent of the schools in America teach intensive phonics, the figure was arrived at by analyzing textbook content, sales, and adoptions, the number of private schools in relation to public schools, and other similar data. About 10 percent of the schools in America are private, and most of these teach intensive phonics. In fact, some of these schools have been founded in order to make sure that intensive phonics is taught. Some public schools teach intensive phonics, but no statistics have been gathered by the Department of Education or the National Institute of Education on this matter. It would be of great interest to know how many public schools in America teach intensive phonics in the first grade and how their reading scores compare with schools that teach look-say in the first grade. Hopefully, the Zorinsky Commission will be able to gather such vital information.

3. Written English is an alphabetic writing system, therefore all words in written English are graphic representations of the spoken equivalent. Every word written in an alphabetic system is by definition phonetic in that the symbols represent specific spoken words. For example, the hieroglyphic symbol 5 can be read as five, cinq, cinque, funf, etc., depending on the language of the reader. But five can only be read as five. The meaning is not in the written symbol but in the spoken word. The four letters in f-i-v-e represent sound. The articulated word represents the meaning. In look-say, the printed word is taught to represent meaning, not sound.

The question is not whether written English is a phonetic system, but whether all of written English follows consistent, regular patterns of spelling. The answer is that it does not, and for very good reasons. Since written English represents a living language that is constantly changing and is spoken with different accents and idioms the world over, 100 percent consistency and regularity are impossible. Nevertheless, about 85 percent of our written words fall into regular spelling patterns. Of the 15 percent that are irregular, 95 percent of these consist of variant vowel pronunciations. The rest are either archaic or one-of-a-kind spellings, such as: eye, two, who, once, etc. In short, written English is highly consistent. Because the irregularities represent exceptions to the rule, they are not only easily learned, but they reinforce knowledge of the rules themselves.

In any case, an American can read British, Australian, Canadian, Nigerian and South African newspapers with no trouble at all. As a means of written communication, English is unparalleled in its universality. Standard English has become a world language, regardless of different accents. It easily has the world's richest vocabulary. But look-say prevents children from developing a large, complex reading or speaking vocabulary.

Answers to Questions submitted by Senator Hatch - 3

4. Dr. Pei notwithstanding, the English language consists of about 44 distinct, irreducible speech sounds. Our difficulty in written English is not due to our number of sounds, but the fact that twenty of them are vowels and we have only five letters in our 26-letter alphabet to represent them. It should be remembered that the Roman alphabet was imposed on English by the Roman conquerors. Nevertheless, the adaptation has been remarkably successful, producing a writing system that has served English novelists, poets, philosophers, scientists and theologians exceedingly well.

The alphabet was not meant to reproduce every possible nuance in human speech, no more than written music is meant to reproduce the actual sounds of different instruments and voices. The purpose of alphabetic writing is to create a simple, standardized way of transcribing speech into a permanent written record. The Congressional Record cannot convey the emotions, tones, and inflections of the orators' voices. Its purpose is to record the spoken words.

The teaching of "context clues" is only necessary when dealing with spoken words that have more than one meaning, such as meet and meat. Children have no problem understanding which meaning is meant when hearing these words in conversation. And in writing, the spelling indicates which meaning is intended. A few words require context: read (present tense) and read (past tense); present (gift) and present (give). But these problems occur long after the child has mastered the alphabetic system through intensive phonics. Teaching a child to read precedes teaching a child the complexities of language.

5. The human ear is a remarkable instrument capable of picking up the slightest variant in vowel and consonant sound in split seconds. I've never taught a child who could not hear the vowel distinctions in bat, bet, bit, but, etc. We also know that many children learn to recite the alphabet long before they can identify the 26 letters at random.

Intensive phonics simply teaches the child to associate specific speech sounds with specific written symbols. Some children master the sound-symbol (or phoneme-grapheme) system faster than others. But even children of low academic ability can master it. For the last three years I have been tutoring a mentally handicapped young man with a severe speech impediment who was never taught to read in school. Intensive phonics has not only enabled this person to learn to read but to improve his speech and expand his vocabulary. His parents are astounded by this young man's mental growth as a result of his instruction in intensive phonics.

Incidentally, the invention of the alphabet is based on a remarkable discovery: that all of human language consists of a very small number of irreducible speech sounds. Prior to the invention of the alphabet, readers had to learn the meanings of thousands of different hieroglyphics. The alphabet made it possible to record all human speech using only a few symbols (26 in English). The fact that the human ear can distinguish the thousands of meanings in the endless combinations of only

Answers to Questions submitted by Senator Hatch - 4

44 sounds in English is a feat of awesome proportions.

5. The influence of television on reading ability has been greatly exaggerated. Like most Americans, I watch a lot of television, but I also read a lot. Children spend more than enough time in school permitting them to learn to read well -- provided they are being taught well. If that time in school is wasted through educational malpractice or incompetence, the child will not learn to read well regardless of his TV viewing habits or the reading habits of his parents.

Many people watch TV because they can't read or don't want to read. The schools have made reading so difficult, so unpleasant, so unrewarding that many students simply hate books. If you hate books you are bound to watch more TV than you would if you loved books.

By having the children in their charge from 8 a.m. to 3 p.m. five days a week, the schools have more than enough time to impart literacy regardless of what goes on in the home. The truth of the matter is that our schools are not interested in high literacy as a social goal. And that is what must be changed. A Commission to investigate teacher training might reveal, once and for all, why our schools are turning out so many functional illiterates year after year despite the billions of dollars Americans pour into their education system.

I hope, Senator, that I have answered your questions satisfactorily. Thank you for the opportunity to make my views known.

Samuel L. Blumenfeld

Testimony by Samuel L. Blumenfeld given before the Senate Subcommittee on Education, Arts and Humanities on June 7, 1984 regarding S.J. Res. 138.

About a year and a half ago an American collegiate debating team toured the Soviet Union for two weeks. During one debate, a Soviet man in the audience asked the Americans a very embarrassing question. He said:

"Recently I came across some statistics which shocked me. Your journal, U.S. News and World Report, wrote that 23 million Americans, that is to say one out of every five Americans, does not know how to read and write well enough to cope with the demands of everyday life. What can you say in regards to this? Can it really be that this is possible in such a developed country as the U.S.A.?"

The American at the podium, who spoke fluent Russian, was at a loss to provide an answer. He made a lame joke and passed on to the next subject.

Interestingly enough, the Soviet Union doesn't have a reading problem. Any child who attends a Soviet school learns to read. But millions of children in American schools become reading disabled, and many graduate as functional illiterates. Why? Is it possible that something is wrong with the way we teach children to read?

How do they teach reading in the Soviet Union? They use the analytic/synthetic method -- a method commonly known as intensive phonics. That was the method used in the early 1930s when I went to school in New York City. In those days there was no reading problem.

But later in the 1930s, a new method of teaching was introduced into the schools called look-say, the whole-word method. It was based on the peculiar idea that you can teach children to read English as

if it were Chinese. The result has been an academic disaster of such proportions that it will take generations before its ill effects are eradicated from our society, if ever.

In 1955, Rudolf Flesch exposed the teaching-methods problem in a historic book entitled Why Johnny Can't Read. In it he wrote: "The teaching of reading all over the United States, and in all the textbooks, is totally wrong and flies in the face of all logic and common sense."

What was the reaction of the educators to all of this? They denounced Flesch, created a powerful professional organization to counter his influence, and continued to promote their methods in the schools of America. And of course the situation continued to get worse.

In 1965 Congress passed the Elementary and Secondary Education Act, supposedly to cure the reading problem and other ills. But in fact it made matters worse, for while the educators got $42 billion for Title One between 1965 and 1984, the teaching methods were not changed. Meanwhile, the SATs began their nose-dive, falling 43 points between 1966 and 1980.

The failure of Title One did not go entirely unnoticed. In 1969 a blue-ribbon Committee on Reading was formed to study the literacy problem. In its report of 1975 the committee had this to say about Title One:

> It is not cynical to suggest that the chief beneficiaries of the Elementary and Secondary Education Act (ESEA) have been members of school systems -- both professional and paraprofessional -- for whom new jobs were created. Seven years and as many billion dollars later, the children of the poor have not been "compensated" as clearly as the employees of the school systems through this investment.

The Committee came to the conclusion that the literacy problem could only be solved by bypassing "the existing education macrostructure." What the Committee was telling us, in effect, is that the greatest obstacle to literacy in America is our own education establishment.

The legislation before you calls for a full and complete investigation of teacher training in the United States by a commission made up of non-educators: that is, parents, whose children are the victims of educational malpractice, representatives of business and industry who must employ the functional illiterate, and school board members who must govern the public schools for their communities.

It is obvious that today's organized teachers cannot be trusted to monitor their own performance. They have too high a vested interest in institutionalized malpractice. It justifies the enormous federal investment in public education.

In July 1980, David Broder interviewed Terry Herndon, executive director of the NEA, and asked him why so little was said at the NEA convention about educational quality. Herndon's response was quite astonishing. He said: "We don't have the answers."

Hopefully, the proposed commission will find the answer for Mr. Herndon.

If the government finds it important to protect Americans from toxic waste, consumer fraud, and the possible harm of cigarette smoking, it ought to become equally concerned with protecting American children from the devastating blight of functional illiteracy. Therefore I hope that the proposed commission will be established as a first step in providing that protection.

Thank you.

"READINGATE": THE 40-YEAR COVERUP OF EDUCATIONAL MALPRACTICE

By

Samuel L. Blumenfeld

Last year an American collegiate debating team toured the Soviet Union for two weeks, engaging their Soviet counterparts in a series of spirited debates. During one debate, a Soviet man in the audience asked the Americans a very embarrassing question. He said:

"Recently I came across some statistics which shocked me. Your journal, U.S. News and World Report, wrote that 23 million Americans, that is to say one out of every five Americans, does not know how to read and write well enough to cope with the demands of everyday life. What can you say in regards to this? Can it really be that this is possible in such a developed country as the USA?"

The American at the podium, Bill Skundrich, a bright, articulate young man from the University of Pittsburgh, replied in fluent Russian:

"Well, what can I say? I can simply say that it is not true. I mean, look at how many Americans we have with us here today.

According to those figures one of us would have to be illiterate. Perhaps you're saying that I'm the one."

The Soviet questioner had indeed embarrassed the Americans, and Bill had tried to get out of it by denying the veracity of a respected American magazine and joking about his own possible illiteracy.

If Bill Skundrich couldn't really answer the question, it is because very few Americans can, even though the answer does exist. The trouble is that the answer is actually far more embarrassing than the question, for it strikes at the very integrity of our education system.

The simple truth is that we are living through the greatest coverup of educational malpractice by professional educators this nation has ever known. And we shall not be able to correct the situation until enough Americans know about it to make a difference.

While most people know something about medical malpractice, very few know anything about its educational counterpart. But the mental and emotional damage inflicted by this form of malpractice is now so widespread in our culture, so far-reaching in its effects on the economy, that it may be impossible for us to ever recover from it. We know, for example, that functional illiteracy is a prime factor in the development of juvenile delinquency and crime, in keeping hundreds of thousands in low-paying jobs and on welfare. There are literally millions of people who have been permanently handicapped by their so-called "education." And the sad tragedy is that none of this need ever have happened.

Americans first became aware that there was something desperately

wrong in our schools back in 1955 when Rudolf Flesch came out with his sensational and devastating book, Why Johnny Can't Read. Flesch had written the book to explain to a somewhat baffled public why more and more primary-school children were having terrible difficulties learning to read, difficulties that parents had begun to notice and complain about in the 1940s. The clear-thinking, Vienna-born author pulled no punches in stating the cause of the problem. He wrote:

"The teaching of reading all over the United States, in all the schools, and in all the textbooks is totally wrong and flies in the face of all logic and common sense."

He then proceeded to explain that from about 1925 to 1950, beginning reading instruction in American schools had been radically changed by the professors of education. They had decided to make American children read English as if it were Chinese. Written English was no longer to be taught as a sound-symbol, alphabetic system with a relatively small number of phonograms to learn, but as an ideographic system, like Chinese, where every word is a little picture or collection of little pictures, or like ancient Egyptian hieroglyphics with its thousands and thousands of individual symbols to remember. This was news to a lot of parents who assumed that their children were being taught to read the way they had been taught. How else could you possibly learn to read, they wondered.

The professors based their new method on an experiment conducted in 1885 by a 25-year-old American psychologist, James McKeen Cattell, who was studying under Wilhelm Wundt in Leipzig, Germany. Wundt,

founder of experimental psychology, believed that human beings were devoid of spirit and self-determinism and, like dogs and other animals, could be conditioned to behave as society wanted. Man, in other words, was nothing more than a stimulus-response mechanism. This concept formed the basis of behavioral psychology and its views on behavior modification.

Cattell was anxious to see how these principles could be applied in early education, particularly in the teaching of reading. In his experiment, he "discovered" that adult readers read words as whole units, or total word pictures like Chinese symbols. If that's the way adults read, he thought, why not teach children to read total word pictures from the very beginning? It sounded like a wonderful idea, except that he failed to realize that an adult reader recognizes the letters in words so quickly that it seems as if he is reading them as wholes. Indeed, one had to first learn the letters and the sounds they represented before one could become a proficient reader.

Also, Cattell's idea was not exactly new. In fact, it had already been tried. The whole-word method of teaching reading had actually been invented in the early 1800s by Thomas H. Gallaudet, founder of the Hartford Asylum for the Deaf and Dumb. Gallaudet thought that he could apply to normal children some of the techniques used in teaching deaf-mutes to read.

Since deaf-mutes have no conception of a spoken language, they could not learn a sound-symbol system of reading. Instead, they were taught to read by way of a purely sight method consisting of pictures and whole words. Thus, as far as the deaf pupil was concerned, the

36-607 O - 84 - 3

written language represented ideas only and had nothing to do with sounds made by the tongue and vocal chords. Gallaudet thought that such a method might work even better with normal children.

In 1835 Gallaudet published his Mother's Primer, the first whole-word primer to appear in America. Its first line reads: "Frank had a dog; his name was Spot." In 1836 the Boston Primary School Committee decided to try Gallaudet's primer on an experimental basis and, in the following year, officially adopted it for use in the Boston primary schools. Seven years later, the decline in reading skills among students was so much in evidence that a group of Boston schoolmasters published a blistering critique of the new method. The Boston schools got rid of it and went back to alphabetic phonics. But the deaf-mute method did not die. It was kept alive in the new state-owned teachers colleges -- or normal schools as they were then called -- until it could be refurbished by a new generation of progressive educators.

The progressives liked the new method because it fitted in nicely with their philosophy of education. They were strongly influenced by socialist John Dewey, also a behavioral psychologist, who wanted to change the focus of education from the development of individual academic skills to the development of cooperative social skills. The object of socialism had been from the very beginning to remake man from the competitive being of capitalist society to a cooperative being in a collectivist state. Education was considered the best means to achieve this. Dewey's famous Laboratory School at the University of Chicago (1896-1904) and, later, the Lincoln

School (1917-46) at Teachers College, Columbia University, where Dewey opened shop in 1905, set the new direction for teacher education.

Curiously enough, one of the patrons of the Lincoln School was John D. Rockefeller, Jr., who sent four of his five sons to be educated there. Jules Abel, in his book on the Rockefellers, revealed some interesting details about what the Lincoln School did for the boys' literacy:

> The influence of the Lincoln School, which as a progressive school, encouraged students to explore their own interests and taught them to live in society has been a dominant one in their lives. . . . Yet Laurance gives startling confirmation as to "Why Johnnie Can't Read." He says that the Lincoln School did not teach him to read and write as he wishes he now could. Nelson, today, admits that reading for him is a "slow and tortuous process" that he does not enjoy doing but compels himself to do it. This is significant evidence in the debate that has raged about modern educational techniques.

The tragedy is that there are millions of Americans like the Rockefellers who must endure the crippling consequences of such malpractice.

What is even more scandalous is that the professors were warned that their new teaching method could cause such problems. The man who warned them was Dr. Samuel T. Orton, a neuropathologist, who in 1929 published an article in Educational Psychology reporting that many children could not learn to read via the new whole-word,

or look-say, method. He warned the educators in unequivocal terms that their new method "may not only prevent the acquisition of academic education by children of average capacity but may also give rise to far-reaching damage to their emotional life."

Orton had discovered all of this in the 1920s while investigating cases of reading disability in Iowa, where the new method was being widely used. But the professors of education decided that Orton didn't know much about education and went ahead with their plans to publish the new basal reading programs. Later they made use of Orton's own medical diagnoses and terminology to identify what was wrong with the kids having trouble learning to read. But they never admitted that it was the teaching method that caused so many of these problems to develop.

So, as early as 1929, the educators had had some warning from a prominent physician that the new whole-word method could cause serious reading disability. And they certainly must have known about the Gallaudet experiment in Boston in the 1800s. Despite this, the new basal reading programs turned out to be huge commercial successes as virtually overnight whole school districts switched to Dick and Jane, Alice and Jerry, Janet and Mark, Jimmy and Sue, Tom and Betty and other whole-word basal series that were earning substantial royalties for their professor-of-education authors. Incidentally, no one knows why, in the midst of the Great Depression, American schools suddenly decided to spend millions of dollars on a new experimental teaching method that had yet to prove its efficacy.

By the 1940s, however, the new method's negative effects were

quite evident. Schools everywhere were setting up remedial reading departments and reading clinics to handle the thousands of children with reading problems. In fact, remedial teaching had blossomed into a whole new educational specialty with its own professional status.

Researchers, seeking the causes of growing reading disability, began to develop a whole new lexicon of exotic terms to deal with this previously unknown problem: congenital word blindness, word deafness, developmental alexia, congenital alexia, congenital aphasia, dyslexia, strephosymbolia, binocular imbalance, ocular blocks, dyslexaphoria, ocular-manual laterality, minimal brain damage and anything else that sounded plausible.

What were the cures recommended for these horrible diseases? Life magazine, in a major article on dyslexia in 1944, described the cure recommended by the Dyslexia Institute at Northwestern University for one little girl with an IQ of 118: thyroid treatments, removal of tonsils and adenoids, exercises to strengthen her eye muscles. It would have been a lot easier and cheaper to simply teach the little girl the letters and sounds of the alphabet.

With the boom in remedial teaching also came the creation of professional organizations to deal with it. In 1946 the National Association for Remedial Teaching was founded, and two years later the International Council for the Improvement of Reading Instruction.

At this point, one might ask, how could the professors get away with this blatant educational malpractice in a free country where parents and elected representatives are supposed to have

ultimate control over the public schools? Flesch gave the answer:

> It's a foolproof system all right. Every grade-school teacher in the country has to go to a teachers' college or school of education; every teachers' college gives at least one course on how to teach reading; every course on how to teach reading is based on a textbook; every one of those textbooks is written by one of the high priests of the word method. In the old days it was impossible to keep a good teacher from following her own common sense and practical knowledge; today the phonetic system of teaching reading is kept out of our schools as effectively as if we had a dictatorship with an all-powerful Ministry of Education.

Apparently, government-monopolized education, even without a dictatorship, is quite capable of stifling dissent. In the matter of reading instruction, what we have had to contend with is a private monopoly of professors of education within a state-controlled and -regulated system. These professors have had a strong economic and professional interest in pushing and keeping their textbooks and methodology in the schools, and the state system made it easy for them to create a monopoly and maintain it indefinitely. Teacher certification laws require that young teachers be trained by these educators, who not only prepare the curriculum for teacher training but also hold sway over the professional journals the teachers read and the organizations they join. In addition, the professors of education are organized professionally along national lines and

therefore can exert a nationwide influence over the teaching profession as a whole.

What was the reaction of the professors of education in 1955 to Why Johnny Can't Read? Unlike the parents who praised the book, the professors denounced Flesch in no uncertain terms, accusing him of misrepresentation, oversimplification, and superficiality. At the same time they decided to consolidate the two previously mentioned reading organizations into one major professional organization: the International Reading Association. In a few short years it would become the impregnable citadel of the whole-word method, protecting the professors' vested interests not only from Dr. Flesch but from all other critics who would dare question their wisdom.

So if you've wondered why reading instruction in America has not gotten better since the publication of Why Johnny Can't Read, there's the answer. The profession is simply too well insulated from public or parental pressures. Today, the International Reading Association has 65,000 members, publishes four journals, and holds an annual convention that draws as many as 13,000 registrants. It means big sales for the publishers and millions in royalties for the professors. And as long as the schools continue to buy the books, why change anything?

Meanwhile, in 1965, Congress decided to do something about the reading problem in the only way it knows how: by throwing money at it. It passed the Elementary and Secondary Education Act with its now-famous Title One compensatory education program. The new

Title One bureaucracy began showering the schools of America with billions of dollars in the hope that students who were failing in reading would be saved from future lives as functional illiterates. But what actually happened is that the 17,000 school districts that got the money indulged in an orgy of spending and hiring that caused untold joy among the suppliers and new levels of prosperity for the professors.

But did the program do any good for the children? Ten years later the results could be read in newspapers from New York to California reporting the disastrous decline of reading scores. As for SAT scores, they were in an alarming nosedive. The Boston Globe described it as "a prolonged and broad-scale decline unequalled in US history." The verbal SAT mean score had gone from 467 in 1966-67 to 424 in 1980 -- a drop of 43 points!

The failure of Title One to improve reading skills did not go entirely unnoticed. In 1969 the National Academy of Education appointed a blue-ribbon Committee on Reading to study the nation's illiteracy problem and recommend ways of solving it. In its report issued in 1975, which seems to have been read by no one, the committee had this to say about Title One:

> It is not cynical to suggest that the chief beneficiaries of the Elementary and Secondary Education Act (ESEA) have been members of school systems -- both professional and paraprofessional -- for whom new jobs were created. Seven years and as many billion dollars later, the children of the poor have not been

"compensated" as clearly as the employees of the school systems through this investment.

The committee recommended a rather radical idea, a sort of reading stamps program -- the use of vouchers with which students could purchase reading instruction from competent public or nonpublic sources. The committee further stated:

> We believe that an <u>effective</u> national reading effort should bypass the existing education macrostructure. At a minimum, it should provide alternatives to that structure. That is, the planning, implementing, and discretionary powers of budgeting should not rest with those most likely to have a vested interest in maintaining the status quo, especially given their unpromising "track record."

It was the first time that a committee of educators had actually alluded to vested interests standing in the way of educational improvement. What the committee was telling us, in effect, is that the greatest obstacle to literacy in America is our own educational establishment and that if we want to achieve real education in our country, we shall have to circumvent that establishment.

What a staggering indictment! The system had been created to insure literacy for all. Now we were being told that it was an obstacle. How could you circumvent $100-billion worth of institutionalized malpractice?

Actually, the federal government had tried to do something

like that in the 1970s with a program called Right-to-Read. Remember it? It was supposed to mobilize a nationwide effort to eliminate illiteracy. It, too, failed because it couldn't overcome the establishment's monopoly over reading instruction. It quietly folded in 1980.

In 1981 Rudolf Flesch once more put the educators on trial in a new book, Why Johnny Still Can't Read, an up-to-date report on the reading scandal. But this time the professors barely took notice of their long-time critic. They couldn't care less what he had to say. After all, they are virtually untouchable. Tenure alone secures their power.

And if the nation wasn't all that worked up over what Flesch had to say, it was probably because it had already begun to accept declining literacy as part of the way things are. Back in 1955, expectations for excellence were still high. But in 1981 the public was willing to settle for minimum competency. Besides, it was now possible to blame television, the nuclear arms race, and the breakdown of the family for the decline. Indeed, the reading problem had defied solution for so long that it now seemed wiser to adjust to illiteracy than to beat one's head against a stone wall.

Meanwhile, in 1980 the Texas state textbook committee adopted five whole-word basal reading programs to be used throughout the state's public schools for the next five years, thus insuring the perpetuation of the reading problem for many years to come. This was done after Flesch had published in the November 1979 Family Circle magazine his list of the "dismal dozen" whole-word programs which

he advised parents to beware of if they didn't want their children to become reading disabled. All of the Texas adoptions were on Flesch's list.

And in California, in 1982, the Board of Education, not to be outdone by Texas, adopted nine basal reading programs, only one of which was phonics oriented. So we can expect two of our largest states to contribute mightily to the ranks of the functionally illiterate in the next decade. What is so horrendous is that these states have large Hispanic populations who need as much phonics as they can get to learn to read English proficiently.

Is it any wonder that the National Commission on Excellence in Education titled its recent report "A Nation at Risk"? In his new book, Flesch wrote: "Twenty-five years ago I studied American methods of teaching reading and warned against educational catastrophe. Now it has happened."

But the educators are not listening. Meanwhile, you can be sure that their cry for more money will be loud and clear. And why not? They always get it.

If Flesch has proven anything, it is that the educational establishment is virtually immoveable -- not only incapable of self-correction but of even admitting that there is anything to correct. For parents, it means that they cannot depend on the schools to teach their children to read properly.

So what's the solution? If I were a parent with a youngster in public school, I would not wait for the federal milennium to arrive.

A law banning the whole-word method from our schools is beyond achievement at this time. (They have such a law in Switzerland!) So I would withdraw my child from the public school and find a good private school that knows how to teach reading, or hire a tutor who knows how, or teach the child at home myself. There are now excellent materials on the market for home tutoring.

It is unlikely that the educational establishment will permit the federal or any state government to legislate any program that would actually solve the reading problem. The educators like things as they are, and our Congressmen are either too indifferent or too unaware to know what to do.

And now you know why Bill Skundrich could never have answered that question asked in Russia. How could he have explained anything so seemingly preposterous to a Russian audience? They would have been astonished beyond belief. Besides, to admit that such a situation exists is to admit that our system of public education has failed and that the American people don't know what to do about it.

And so we shall have to live with the awful consequences of growing functional illiteracy at a time when foreign competition and the new technology demand that our children read a lot better than they do.

And the pity is that we know very well how to teach children to read. We've known it for about 3,000 years. In fact, it's as simple as ABC. And yet in 85 percent of our schools, children are deliberately being turned into lifelong functional illiterates by educators who don't seem to know any better or care. Is this not a form of real child abuse? And why can't we put a stop to it?

Why has the methods problem persisted for so long? Why hasn't it been possible to prove one way or another that phonics is superior to look-say in beginning reading instruction or vice versa? Many professors of education insist that there is no one method which is best for all students. But perhaps we can determine which method is best for most students.

My own experience with the methods problem began more than thirty years ago when, as a college student, I tried to teach my own mother to read. Even though she could speak three languages, my mother, an immigrant from Poland and the victim of Old World poverty and neglect, was totally illiterate. So I grew up painfully aware of the terrible handicaps illiteracy imposed on an otherwise intelligent person.

I had learned to read in the public schools of New York City and I very much wanted my mother to be able to enjoy the pleasures of the printed word. So I started to teach her. I taught her the alphabet, and she learned that well. But then I was not too sure how to proceed from there. So I started teaching her to read whole words in short sentences. She learned to repeat the sentences, but she did not learn to read.

I didn't know what was wrong. I tried to convey the idea that letters stand for sounds, but I did it rather haphazardly, as an afterthought, as if the idea was so obvious that anyone could catch on to it. It's so simple, I thought impatiently, why can't she learn it?

What I didn't realize -- and of course was never taught -- is that our alphabet system is somewhat complicated. We use 26 letters to represent 44 sounds. We have 5 vowel letters but 20 vowel sounds -- and more than one way to spell many of them. And because the system has many quaint irregularities, it has to be taught in a logical, organized sequence, starting with the simplest regular combinations of vowels and consonants and proceeding to the more complex irregular ones.

Had I known this, I would have known how to teach my mother to read. Unfortunately, my own ignorance was so appalling that I gave up in the attempt and blamed my failure on my mother's inability to learn. What I learned from this experience is that one can learn to read well without knowing or remembering how one was taught to read as a child. Thus, being able to read does not automatically qualify one to teach others to read. It's important to be aware of this fact when considering the recently put forth idea of mobilizing thousands of college students as volunteers to teach the illiterate to read. Most of them wouldn't have the faintest idea of how to teach anyone else to read.

It took me 25 years to find out how to teach reading. The method I now use is intensive, systematic phonics, and had I used it with my mother she would have learned to read. In the seven years that I have used it as a tutor it has worked with virtually everyone, including the retarded. Of course, some students find

phonics difficult. But it is a mistake to believe that just because some individuals may have difficulty mastering phonics that they can be taught to read by look-say or any other way. Students must simply persevere until they do learn it.

Rudolf Flesch, of course, is not the only one who contends that phonics is superior to look-say in beginning reading instruction. The same conclusion was reached by Professor Jeanne Chall of the Harvard Graduate School of Education in her exhaustive study, Learning to Read: The Great Debate, published in 1967. The book was conceived as an effort to resolve, once and for all, the methods controversy. But it neither resolved the controversy nor ended the debate. A critic in the Journal of Reading (January 1969) wrote:

> What prevents Chall's study from achieving respectability is that many of her conclusions are derived from a consideration of studies that were ill-conceived, incomplete and lacking in the essentials of suitable methodological criteria. In her eagerness to clarify these studies she allowed her personal bias toward a code emphasis to color her interpretations of the data. . . .
>
> It seems rather odd that a researcher intent upon dispelling confusion should have allowed herself to be moored on a reef of inconclusiveness and insubstantiality.

Reviewers in the Reading Teacher, Elementary English, and Grade Teacher were just as critical, all of which seriously reduced the impact that Chall's findings could have had on teachers of reading.

Perhaps the methods controversy would not be so important or crucial if it merely concerned teaching styles or the rate of speed at which a youngster learns to read. But, as Dr. Orton pointed out in 1929, it concerns far more: the very mental and emotional health of the youngster being taught. The wrong method can turn a child into a lifelong functional illiterate, an intellectual cripple, or an emotional mess. Our prisons are full of functional illiterates whose criminal careers are the direct result of school failure. And we cannot calculate the harm that reading failure can do to an individual's self-esteem. Indeed, the wrong teaching method can result in intense life-long suffering, and that is why this is not a matter that the federal government can continue to ignore, for federal funding is contributing to this ongoing suffering.

Professor Patrick Groff of San Diego State University recently made an excellent suggestion at a conference of the Reading Reform Foundation. "I think," he said, "we need a national institute or commission on literacy, a federal organization which would be made up of intelligent and concerned lay people with a critical, but disinterested, view of the present problems of teaching children to

read. After consultation with all parties interested in this issue, except those who profit from the sale of reading materials to the schools, this commission would issue guidelines for a preferred procedure for teaching reading."

Is the creation of an unbiased and impartial national commission on reading instruction possible? Yes, if the parents and concerned citizens of this country demand it. A great deal is at stake: the future literacy of an entire nation.

An encouraging step in that direction was recently taken by Senator Edward Zorinsky of Nebraska when in July 1983 he introduced legislation (S.J. Res. 138) to establish a National Commission on Teacher Education. Senator Zorinsky, who was made aware of the methods controversy, decided that it was time to do something about it. "The colleges of education and departments of education are not as subject to scrutiny as are our public schools," he said. "Therefore, a national Commission would be the most effective way to look into this matter. I also believe that we should not put this investigation into the hands of the education community alone. Representatives of business and industry as well as parents should be included in any study because they are also directly affected and can provide a fresh perspective."

The new commission will investigate, among other things, "the methods used to train teachers in all academic subject areas and grade levels to teach reading and reading comprehension, how reading

is currently being taught in the classroom, and the effectiveness of these methods."

It is certainly in the interest of all parents and taxpayers to urge their Congressmen to back this legislation. Perhaps then we could finally resolve this controversy that has gone on for far too long. We owe it to our children to see that this is done.

ABOUT THE AUTHOR

SAMUEL L. BLUMENFELD has written six books on education, including The New Illiterates, How to Tutor, How to Start Your Own Private School -- And Why You Need One, Is Public Education Necessary?, and Alpa-Phonics. He is Massachusetts chairman of the Reading Reform Foundation. His articles have appeared in Esquire, Reason, American Education, Vital Speeches, Education Digest, American Legion Magazine, and other publications. Mr. Blumenfeld has taught in both public and private schools and is a member of the board of directors of Heights Academy, South Boston, Massachusetts.

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The job of getting jobs

A city-sponsored literacy program, operating out of 14 centers across Boston, that was inaugurated last fall has started with a rush. Thirteen centers are filled to capacity, with substantial waiting lists. The first graduates are expected in the spring.

Operated by nonprofit organizations with grants from the city's Neighborhood Development and Employment Agency, the programs are designed to meet the individual needs of their enrollees. Instruction is tailored to address the reading or nonreading abilities of each enrollee and are held at various hours to accommodate differing schedules.

The immediate interest in the program – more than 700 people are now enrolled and more than 250 have signed up on waiting lists – suggests the depth of the need for and interest in the program. About 40 percent of the city's adult population is believed to be functionally illiterate.

The program has been notably successful in reaching out to residents of public housing in Boston. One-quarter of the enrollees reside in public housing. Given the traditional isolation of the public housing population, this is particularly significant.

The NDEA established the literacy program – which includes not only the 14 sites but a central resource center on which those sites can rely – because it found that illiteracy was the single most common bar to participation in its job-training programs.

The development of the literacy program is another piece of what is evolving into a comprehensive – maybe the most comprehensive – education, training and employment program in the nation.

Graduates of the literacy program – some will be able to get a Boston public school diploma as a result of completing it – will be directed to entry level jobs through something known as the Job Exchange, into training programs, or toward a community college.

This effort in its way parallels the reinvigorated summer jobs program run through the Boston Private Industry Council and the Boston Compact, through which local employers have pledged to hire graduates of Boston public high schools, and local colleges and universities have promised to help the Boston public schools and to increase the number of Boston high school graduates they admit.

There are more pieces to be fitted. One would bring employers more tightly into the design, financing and oversight of job-training programs; such involvement would include both pledges to hire training-program graduates and to aid them in finding jobs. Another would include a strengthening of high school guidance programs and a system that would extend that guidance to students one or two years after they leave school. Still another would be the expansion of day care programs in the city.

Former Mayor Kevin White once promised to establish a program that would guarantee a job to every graduate of Boston high schools who wanted one. The continued growth of the Boston Compact just might accomplish that. The development of the literacy program, the strengthening of training and guidance efforts, the expansion of day care will enhance that effort, establishing the framework of a system that could make a job a realistic possibility for everyone in the city who needs one.

The Dallas Morning News August. 26, 1971

Around the Town

Young People Are Getting Dumber

By DAVID HAWKINS
Editorial Staff Writer

JOHN GASTON, who bosses the Fort Worth branch of the Human Engineering Laboratory (half his clients are from Dallas), dropped a bomb on me as we discussed aptitude testing.

HAWKINS

"Do you know," he said, "that the present generation knows less than its parents? All of our laboratories around the country are recording a drop in vocabulary of 1 per cent a year. In all our 50 years of testing it's never happened before."

The nonprofit Human Engineering labs specialize in aptitude research, but also give word tests. More young people than not take them. I gave Gaston's bomb back to him.

"You mean to say that young people aren't smarter than we are — that all we've heard about this generation being the last and best isn't so?"

Gaston nodded solemnly: "Young people know fewer words than their fathers. That makes them know less." He fixed me with a forboding eye: "Can you imagine what a drop in knowledge of 1 per cent a year for 30 years could do to our civilization?"

The question answered itself. And though I could hardly believe what Gaston was saying, I knew it wasn't instant sociology.

What he says is based on hundreds of thousands of tests given in several parts of the country since 1922 by what is probably the most prestigious nonprofit outfit in the field of vocational research. The Human Engineers don't even advertise.

BUT GASTON wasn't through: "We also believe," he was saying, "that the recent rise in violence correlates with the drop in vocabulary. Long testing has convinced us that crime and violence predominate among people who score low in vocabulary. If they can't express themselves with their tongues, they'll use their fists."

"You're not saying that vocabulary is intelligence?"

"Oh, no — not at all. We define intelligence as natural aptitudes plus knowledge, which is another word for vocabulary. We cannot establish vocabulary as an aptitude — which means anybody can learn words, though not everybody does.

"We test many gifted people who are low in vocabulary and we tell them all — we tell the world — to learn words. Swallow the dictionary. Brilliant aptitudes aren't worth much without words to give them wings."

Gaston paused and then dropped another bomb: "The one thing successful people have in common isn't high aptitudes — it's high vocabulary, and it's within everybody's reach. Success actually correlates more with vocabulary than with the gifts we're born with."

That being so, he added, the Human Engineers like to test early in life; for the lesson of 50 years is that nobody learns many words — not even in college — after the age of 12 without deliberate effort.

"THE CURVE of word learning from the age of 12 to 60 doesn't show a bump anywhere," says Gaston. "The earlier we catch the low-vocabulary person, the bigger chance we have to turn him away from mediocrity and violence toward success. We know the order of word difficulty from our own testing records and can show him where to start adding word power, regardless of his aptitudes."

I asked why some people have to saw wood to learn words. Gaston says nobody knows, but words acquired artificially are just as effective as any and you'll find big vocabularies in fields far from the studious.

"Who do you think ranks at the top in vocabulary?" Gaston asked.

I thought it might be scholars or university people.

"No, it's executives. They beat everybody. A man of little education might own or head an enterprise, or a well-educated man might head a big corporation, but both of them will know the hard words that stump other people."

It's vocabulary that makes the boss the boss, says Gaston, but it will also help other people to succeed who couldn't be a boss if they tried — engineers for example.

"A born engineer makes a lousy executive," says Gaston. "He's got a subjective personality where an executive has an objective — people-oriented — personality. More important, the two men have mutually exclusive aptitudes. The executive is strong in abstract visualization and the engineer is strong in what we call structural visualization, the ability to see in three dimensions.

"THE TWO ABILITIES can never show up in the same person. A boss and an engineer would be miserable if they swapped jobs, but they'll both do far better in their proper jobs with big vocabularies."

The Human Engineers, Gaston says, regularly test and counsel people on the meaning of such aptitudes, 19 of which, bearing on all kinds of work, have been isolated in the half century since Johnson O'Connor — still the boss — set up the first lab at General Electric's plant in West Lynn, Mass.

"We find that most aptitudes are shared by the sexes," says Gaston, "but women have an overall edge. They test more strongly in more fields than men do."

"How about racial differences?"

"Not a bit of difference — though members of minorities often score so low in vocabulary that they can't make much of their gifts.

"But low vocabulary isn't racial and it's getting worse. As Mr. O'Connor says, how do you communicate with the 12 per cent of the population that thinks the word melancholy means gaiety?"

It seemed to me that everything comes back to words and, in a way, says Gaston, it does. Almost everybody tests with four or five aptitudes — some with eight or nine — and the inheritance is steady from generation to generation. But take away the knowledge element, the words with which we communicate and explore and progress, and man is dumb in more ways than one.

"We want to raise the sum of human happiness by helping young people find the right job, the one that suits their aptitudes," says Gaston. "Else, unused aptitudes will make them miserable. But aptitudes will only show them which road to take. Vocabulary will determine how high they climb. Right now, the present generation is heading downwards."

FRIDAY, JUNE 15, 1979
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State High Court Throws Out Suit By L.I. Illiterate

'Educational Malpractice' Called Schools' Business

By TOM GOLDSTEIN

The New York State Court of Appeals ruled yesterday that, as "a matter of public policy," courts should avoid making judgments in lawsuits for "educational malpractice."

In a unanimous ruling, the state's highest court upheld the dismissal by lower courts of a $5 million lawsuit brought by a young man from Long Island who said his school district had allowed him to graduate from high school despite his being functionally illiterate.

Similar cases were brought around the country in the past few years, but yesterday's ruling was one of the first by a high-ranking court. The case, which was initiated early in January 1977 amid great publicity, had been watched closely by school officials across the country.

While the Court of Appeals decision has no application outside New York, the reasoning of the court could be borrowed by courts in other jurisdictions.

Basis of Court's Decision

"To entertain a cause of action for 'educational malpractice' would require the courts not merely to make judgments as to the validity of broad educational policies — a course we have unalteringly eschewed in the past — but, more importantly, to sit in review of the day-to-day implementation of these policies," the court said in its opinion, written by Judge Matthew J. Jasen.

"Recognition in the courts of this cause of action would constitute blatant interference with the responsibility for the administration of the public-school system lodged by Constitution and statute in school administrative agencies," the court added.

"Not to be overlooked in today's holding," the court said, "is the right of students presently enrolled in public schools, and their parents, to take advantage of the administrative processes provided by statute to enlist the aid of the Commissioner of Education in insuring that they receive a proper education."

Case Against School District

In the case, Edward Donohue, who was 18 years old when he graduated in 1976 from Copiague High School on Long Island, said he could not even read a restaurant menu. In his lawsuit against the Copiague Union Free School District, he claimed that the school had failed to evaluate his needs, to provide appropriate help or to advise his parents properly of his problems.

As a result, he asserted, he was left unemployable and hence "unable to cope properly with the affairs of the world."

The case was dismissed in September 1977 by Justice Paul J. Baisley of State Supreme Court, who dismissed the ruling after determining that he could find no legal precedent for ruling in Mr. Donohue's favor. That decision was affirmed last year by the Appellate Division of State Supreme Court for the Second Department, which sits in Brooklyn.

In upholding the lower appellate court, the Court of Appeals noted that "if doctors, lawyers, architects, engineers and other professionals are charged with a duty owing to the public whom they serve, it could be said that nothing in the law precludes similar treatment of professional educators."

Senator STAFFORD. Thank you very much. You are talking to the right party here, because I am chairman of the Committee on Environment and Public Works, as well as this subcommittee.

Now, let's get back on the green for Dr. Groff.

Dr. Groff.

Dr. GROFF. Thank you, Senator Stafford.

My background, I think, bears a little bit on the issue that is being raised here. For about the past 30 years, I have been a professor of education at San Diego State University, and in each one of those approximately 60 semesters that I have taught teacher education, I have also been out in the field, supervising student teachers. So while I have written extensively about the problems of literacy for children and on children's literature, I am also not an ivory tower type entirely. I get out and see what is being done. I hope maybe that this will add a little bit to my remarks.

I agree entirely with the statements that have been made so far about the extent of the literacy crisis. One of the problems with my colleagues in education is that they have a great deal of difficulty accepting the fact that we do have a literacy crisis. I think here that the source that I find most convenient to go to—and I have mentioned it in my written remarks that I have submitted to you—is a document called "Education Under Study," which was supported by the National Institute of Education. It does say the same sorts of things that Senator Zorinsky was saying about illiteracy.

There are 54 different studies that are surveyed in "Education Under Study" monograph. Almost all of those have to do with teacher education, what is the responsibility of teacher educators to this problem, especially the problem of illiteracy.

My experience has been with elementary schools. I spend all of my time and all of my efforts with teachers at the elementary school level. I found none of these studies in "Education Under Study" really emphasized this problem at the elementary school. So let me underline what Senator Zorinsky has said about the continuing need to examine how teachers are taught to teach in primary grades, particularly where reading instruction is first begun.

I think we need to ask, again, of these programs of teacher education and reading, how reading is begun. How much phonics is being taught? And to what extent the programs are successful which teachers have used.

We do not really have any sources available at this time to answer these questions. We do not have recent surveys of how education professors conduct their courses in reading. We can go back, as I mentioned in my paper to you, into the early sixties, when such surveys were made. At that time it was very hard to find any professor across the country who was enthusiastic about the intensive teaching of phonics. Has that situation changed? It may not have. I think that that this is one of the key things for the National Commission on Teacher Education to find out. The only sources we have right now to answer these questions are, first, the publications of certain organizations such as the International Reading Association, and the National Council of Teachers of English. These are the two most prestigious groups in the country dealing with illiteracy. Second, we have textbooks on the methods of teaching reading.

What I found that there is either a lukewarm or a very decided antipathy toward the intensive teaching of phonics in these materials. Let me give you an example. I went back through the recent issues of "Language Arts," which is the official organ of the National Council of Teachers of English, over the past 5 years. I found there 32 articles dealing with the intensive teaching of phonics in some way. Two of those articles had something favorable to say about it; 30 of those articles roundly denounced it. Now, this sort of balance seems to me completely out of line. This sort of suppression of information about the teaching of phonics is what I am very much concerned with.

The research, on the other hand, says we should take an opposite view. It says that the intensive teaching of phonics will bring on greater primary grade reading achievement than will the so-called look-say or whole-word method. So I find this anomally, then, between how teachers are advised to teach reading through their journals and through their textbooks, and what the research says, which is something quite different.

I have outlined in my paper for you why I think such things happen, why these myths about reading instruction keep recurring. Maybe we will have time as we continue through our discussion for me to give you a few of those. One is tradition, simply that the way we have done in the past, we will tend to continue doing in the future. I think there are many other, very important ones, too.

I will finish with that statement.

Senator STAFFORD. Thank you very much, Dr. Groff.

[The prepared statement of Dr. Groff follows:]

Statement to Senate Subcommittee on Education, Arts and Humanities, June 7, 1984 by Patrick Groff, Professor of Education, San Diego State University

Subject: The National Commission on Teacher Education Act (S.J.R. 138)

Chairman Stafford and members of the Committee:

It can be convincingly demonstrated at present that our nation faces a crisis in literacy development, an emergency of this nature of remarkable proportions. The term, literacy, is used here to refer to the ability to read and write, to the extent that one can successfully seek out, attain, and hold a remunerative job. The levels of literacy that are required by the various vocations in America obviously are different in scope and nature. It is clear, nonetheless, that the nation's public schools have failed to develop literacy in many of their students, even at the lowest levels.

The most convenient source of evidence to this effect of which I am aware is Education Under Study. This 1983 monograph was published by the Northeast Regional Exchange, Chelmsford, MA, under a grant from the National Institute of Education, US Department of Education. It is a descriptive analysis of fifty-four recent major studies of the efficacy of public education. This document provides statistics as to the extent to which our nation's schools have failed to develop literacy in their students.

The most publicized of the studies examined in Education Under Study is that of the National Commission on Excellence in Education, a body created by the US Secretary of Education to examine the quality of education in the various states. The report of this Commission, A Nation at Risk, reveals that "23 million American adults are functionally illiterate by the simplest tests of everyday reading, writing, and comprehension." Such "functional

illiteracy among minority youth may run as high as 40 percent," the report goes on. "By almost every measure...the performance of our schools falls far short of expectations," the Twentieth Century Fund Task Force on Federal Elementary and Secondary Education Policy dolefully concludes. Such statements from Education Under Study leave little doubt but that the literacy crisis in America is not only authentic, but deep-seated, as well.

A common question posed in the reports on school ineffectiveness discussed in Education Under Study has to do with the responsibility that teacher educators have to accept for the emergence of the present-day literacy crisis. Many of these reports imply that teacher preparation programs must take part of the blame for this linguistic calamity. For example, A Nation at Risk finds it deplorable "that 41 percent of the time of elementary school teacher candidates is spent in education courses, which reduces the amount of time available for subject matter courses." This percentage must be reduced, this report demands, if its recommendation that prospective teachers "demonstrate competence in an academic discipline," is to be met. The Paideia Proposal, another report on teaching, comes to the same conclusion. It maintains that "the present teacher-training programs turn out persons who are not sufficiently equipped with the knowledge, the intellectual skills, or the developed understanding needed to guide and help the young."

Other reports in Education Under Study concur with this judgment. The declaration of the Task Force on Education for Economic Growth, whose efforts were coordinated by the Education Commission of the States, cites the need to "improve the process for certifying teachers." To this effect, the verdict by the Business-Higher Education Forum on this matter is that "many of those teaching science and math are not fully qualified." The Carnegie Foundation for the Advancement of Teaching study finds that "many teacher training programs

are inadequate." To correct this fault it is argued here that teachers "should complete a sharply focused major in one academic discipline, not in education." This major would prepare them for passing the written examination that this report recommends as a prerequisite for gaining a teacher's credential. While John Goodlad in his report, A Place Called School, argues that teacher educators should look for "creative ways...to develop teacher education programs," the inventive effort he calls for here appears not out of keeping with the recommendations of other critics of teacher education. For example, Goodlad would require that teachers-to-be be given "an immersion in behaviorial and humanistic studies."

Except for rare instances, the studies on the ineffectiveness of today's schools analyzed in Education Under Study do not concern themselves with the college preparation of elementary school teachers. The nonexamination of teacher training practices with prospective teachers at this educational level obscures the origins of the crisis in literacy that now engulfs the nation. That is, one cannot accurately determine the original causes of the literacy crisis by studying teen-agers afflicted with the linguistic handicap of not being able to read functionally. It is reasonable to deduce that the onset of the illiteracy found in so many of today's older students did not begin during their high school years. To the contrary, it is far more likely that the genesis of this problem can be found through an examination of the kind of reading instruction given them in their primary grades of elementary school.

It is appropriate, therefore, to inquire: What is the instruction that prospective elementary school teachers receive in beginning reading methodology? Does the content of this college instruction conform to what the findings of empirical research says about beginning reading methodology? To this effect,

are today's prospective elementary school teachers informed that the research on reading has consistently found that the direct, systematic, intensive and early teaching of decoding (phonics) is the preferred approach to beginning reading instruction? (Phonics: the information, about the manner in which letters of the alphabet, as used in written words, represent speech sounds, that is useful to teach children learning to read.)

These questions cannot be answered through a resort to recent findings of surveys of college reading professors as to how they conduct their classes in beginning reading instruction. Such information is not available at present. Therefore, the only way these questions about the education of prospective teachers of reading can be resolved at present is to examine the publications written for and by professors of reading about this matter. If we can rightly assume that the education of future teachers of reading depends to a great extent on what their college professors read (and write) about beginning reading instruction, these publications should provide a valid source of information about teacher education. In short, it seems fair to conclude that what professors of reading read and/or write about their subject will affect in a substantial way what their college students learn about it.

What, then, do reading professors currently read about beginning reading instruction? The best sources to consult for answers to this question are the textbooks on methods of beginning reading instruction used in college classrooms and the journals of the two most influential teacher organizations in America whose basic concerns are with the development of literacy. These bodies are the International Reading Association and the National Council of Teachers of English.

As I have previously pointed out (see Appendix A, "The New Anti-Phonics")

the publications of the IRA and the NCTE and the modern methods on reading instruction textbooks both have tried to convince modern professors of reading to mistrust the direct, systematic, intensive, and early teaching of phonics. The new anti-phonics movement about which I have written (see Appendix A), to which many of today's professors of reading declare their allegiance, maintains that phonics teaching will interfere with children's development of reading skills. I have demonstrated that the new anti-phonics movement does not provide convincing evidence to support these views about phonics (see Appendix B, "Research versus the Psycholinguistic Approach to Beginning Reading"). Despite the fact that the preponderance of research evidence supports the intensive teaching of phonics, comments that discount the value of phonics teaching are frequently published by the IRA and the NCTE, and are approved of in many of the texts on the methods of reading instruction written for propspective teachers. There obviously is little or no opportunity given to the defenders of phonics teaching in IRA and NCTE publications. To the contrary, extremely few articles favoring any direct, systematic, intensive and early instruction in phonics can be found in their journals.

In a manuscript written for the National Instute of Education, US Department of Education (NIE contract P-83-0005), entitled "Myths of Reading Instruction," I have discussed the various reasons why teacher educators have passed on faulty information to prospective teachers about (among other things) the place of phonics instruction in beginning reading programs.(see Appendix C, "Why the Myths of Reading Instruction Prevail"). I make it evident in my NIE manuscript how difficult it is for objective, experimental evidence about phonics teaching to be accepted by many of today's teacher educators.

I judge that there are at least eleven different reasons why misinformation

about phonics instruction has such staying power. The prime causes of this problem are the forces of tradition, the interlocking relationships between basal reader publishers and reading experts, the refusal of reading professionals to accept outside criticism about their activities, the lack of knowledge about phonics by reading professionals, their negative biases toward this instruction, their fear that an advocacy of phonics equals social and political conservatism, the negative attitudes toward phonics teaching of the International Reading Association and the National Council of Teachers of English, the circulation of much unsubstantiated information in educational journals, the attitude among reading professionals that research findings will have no effect on teaching practices, their refusal to admit that illiteracy has become a national disaster, and the evolution of the public school into an educational monopoly (see Appendix C).

It is my considered opinion, after almost thirty years experience as a teacher educator, that the professional education establishment has neither the desire, incentives, leadership, nor capacity to resist the influences on reading methodology cited above that act to perpetuate wrongful forms of instruction in reading. I thus see the need for federal intervention into this matter. As a consequence, I favor the stipulations of S. J. Res. 138 as sponsored by Senator Edward Zorinsky which would establish a federal commission to conduct a full and complete investigation of the methods used to train teachers to give reading instruction, to determine how reading is actually taught in today's schools, and to evaluate the effectiveness of these methods.

I believe that the actions of the federal commission proposed by S. J. Res. 138 will find it appropriate to recommend the establishment of a permanent National Commission on Literacy. This would be a body made up of critical-minded lay persons, ones who have no vested interests in reading instruction.

This National Commission on Literacy, as I see it, would meet periodically so as to make continuing recommendations to the nation regarding the best ways to teach students to read and to write. The findings and pronouncements of this Commission doubtless would be given wide publicity and dissemination through the mass media, as well as by educational publications. The workings of this Commission thus would become familiar not only to reading professionals and school board members, but to the public at large. The public could use the reports of the Commission as measures with which to evaluate the reading practices of local schools. When local teaching practices were found in violation of this Commission's recommendations, local groups of concerned parents and patrons of the schools could lobby their respective school boards for redress.

It is clear that this Commission would not dictate to local school boards the methods they should use in their school districts. It nonetheless would provide local school boards with a standard against which they could judge the merit of programs of reading instruction that the educational professionals they hire propose. At present, school boards have no such yardstick to use for this purpose. Today's crisis in literacy strongly suggests that school boards can no longer take a passive role in the determination of how reading will be taught in their districts. A National Commission on Literacy would provide them the tools that they need to take such positive action.

The alternative to the formation of a National Commission on Literacy would be to perpetuate the seemingly endless debate that now rages among reading professors over the issues of how reading should be taught. Over the years these reading professionals have made little if any advance toward a sound resolution of these critical problems. To expect that they will reform their behavior in this respect in the near future, therefore appears to be foolish optimism.

(NOTE: Due to printing limitations, and in the interest of economy, the appendix material accompanying Mr. Groff's statement was retained in the files of the committee.)

Senator STAFFORD. Dr. Smith, we are now pleased to hear from you.

Dr. SMITH. Thank you very much.

Good morning, Mr. Chairman, and members of the subcommittee. I am Dr. David Smith, dean of the college of education at the University of Florida and president of the American Association of Colleges for Teacher Education. AACTE is the national professional organization of colleges and universities with undergraduate and graduate programs in teacher preparation. Collectively, our member institutions prepare approximately 85 percent of all the new teachers and administrators in the United States each year.

I would like to thank you for the opportunity to be here this morning to comment on Senate Joint Resolution 138 and also to share some information relative to recent, related developments for the improvement of teacher education.

Teacher education has served this Nation well for over half a century. Today, American education is the envy of educators in many parts of the world and compares favorably with programs available in many developed nations.

But we recognize that this is not good enough. American education must be the best available if we as a Nation are to maintain the economic and techr.ological edge necessary for competition in the years ahead.

I would like to briefly discuss three examples which illustrate our profession's response to the challenge for improvement in professional education.

AACTE is one of the sponsoring memebers of the National Council for the Accreditation of Teacher Education, the organization responsible for the national accreditation of college and university programs for preparation of professional educational personnel.

For the past 3 years, the AACTE and other council members have engaged in a major revision of the criteria for this voluntary system of accreditation. From these efforts, which will be implemented in 1987, we believe that a more rigorous system for the accreditation of programs in professional education will be instituted. I hasten to add that the strengthening of the standards for accreditation in professional education has occurred consistently in the past.

Another important activity of the AACTE has been our joint project with the National Educational Association on the profile of the beginning teacher. Begun in 1980, this project focused on defining those characteristics which are essential for every graduate from a teacher preparation program. It represents our response to challenges to improve our schools through a better understanding of what teachers must be expected to know and be able to do in order to begin professional practice. It reaffirms the belief that improving school personnel quality is the most effective way to improve our schools and that parents and their children are entitled to expect excellence in beginning teachers. Copies of a brochure describing this project have been made available to members of the subcommittee.

Let me make mention of four conditions which are necessary for beginning teachers: One, to care about children and be committed to their education; two, to be broadly educated in the liberal arts;

three, to be knowledgeable about the subjects they teach at levels far beyond that of their most advanced students; and four, to possess a thorough grasp of the knowledge undergirding teaching practice and the ability to effectively apply those practices in a classroom setting.

The fourth point is, I believe, crucial. The research related to teaching and learning is more substantive, consistent, and reliable than we have ever known before. Much of that information has been generated during the past 20 years. Knowledgeable teacher educators are aware of this information. Several copies of a volume that describes much of this information have been made available to the committee. It clearly demonstrates a portion of the body of knowledge essential for well-prepared beginning educators.

One of the efforts of which the AACTE is most proud is an award which we received from the U.S. Department of Education to establish a National Commission on Excellence in Teacher Education. Last spring, AACTE members called for a mechanism to review the current status of teacher education in the United States and to make recommendations to Federal and State governments about needed policies for improvement. Although our association submitted the proposal which established this Commission, it is important to note that this Commission is entirely autonomous and a bipartisan body that includes representatives from education, Government, business and industry, and the public. Led by Dr. Peter McGrath, president of the University of Minnesota, the other 17 members of the Commission identified 16 questions to be addressed in future meetings and in a series of public hearings across the United States. A summary of these issues and a complete list of Commission members are appendices A and B of this testimony.

We believe that the work of this Commission will represent a knowledgeable and significant contribution to the ongoing reform of our educational system.

Senator Zorinsky should be commended for his interest in education and his willingness to sponsor legislation to stimulate improvement in our public schools.

Senate Joint Resolution 138, unfortunately, is not the answer. The legislation is based upon inadequate and inaccurate findings—I can be specific, if you wish.

I would like to offer some suggestions which would offer opportunities for improvement in teacher education. First, supply and demand. At the present time, there are not enough teachers in some fields and in some regions of the country. Further, it appears that the situation will worsen before it improves. There should be less concern over numbers and a sustained commitment to the preparation of quality instructional personnel.

Second, the environment for instruction must be made conducive to teaching and learning. We have high expectations for our teachers; superb academic preparation from the schools of arts and sciences; strong professional preparation; sufficient supervised experiences in the classroom; and expertise in the latest technologies. Yet, we supply out-of-date equipment and materials and pay teachers far less than others with similar background and preparation.

Why are we surprised when these people reluctantly forsake the classroom?

Third, teachers must receive adequate salaries. This point cannot be overstressed. We do not advocate attractive salaries, but competitive salaries are essential.

Fourth, it is ironic that this society, which places such a high premium on education, places so little value on teachers and teaching. Our teachers have a profound effect upon the lives and aspirations of each generation of our youth. The Congress should assist in giving teaching the status in our society which it deserves.

Fifth, we know, perhaps more clearly than others, that teacher education can be improved. We seek your assistance in permitting us to apply our knowledge and experience in improving the quality of programs preparing the next generation of America's teachers. Our views are shared by others. The position which we have taken has been supported by officers from the following organizations: the National Association of State Boards of Education, the National Association of Secondary School Principals, the Council of Chief State School Officers, the National Education Association, the PTA, the National Association of Elementary School Principals, the American Federation of Teachers, the American Association of School Administrators, and, of course, the American Association of Colleges for Teacher Education.

Mr. Chairman, I thank you for the opportunity to appear before this subcommittee and would be pleased to respond to any questions which you might have.

Senator STAFFORD. Thank you very much, Dr. Smith.

[The prepared statement of Dr. Smith follows:]

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S. J. Res. 138

TO ESTABLISH A COMMISSION ON TEACHER EDUCATION

TESTIMONY GIVEN TO

THE SUBCOMMITTEE ON LABOR, HEALTH, HUMAN SERVICES AND EDUCATION

CHAIRED BY SENATOR ROBERT T. STAFFORD

Dr. David C. Smith
Dean, College of Education
University of Florida
Gainesville, FLorida

American Association of Colleges for Teacher Education

Good morning, Mr. Chairman and members of the Subcommittee. I am Dr. David Smith, dean of the College of Education at the University of Florida and president of the American Association of Colleges for Teacher Education. AACTE is a national professional organization of colleges and universities with undergraduate and graduate programs in teacher preparation. Collectively our member institutions prepare approximately 85% of all new teachers and administrators in the United States each year. I would like to thank you for the opportunity to be here this morning to comment on S. J. Res 138, but more importantly to share with you some of the changes underway in higher education-based teacher education programs.

Our system of education and the ways our teachers function in the classroom are dynamic; they are constantly changing. Shifts in educational priorities, new findings on how children learn, development of successful teaching strategies, and advances in educational technology all have an impact upon our schools and, consequently, on how we prepare teachers. Since the beginning of this century, AACTE and its predecessor organization, the American Association of Teachers Colleges, have assisted member institutions in designing and implementing programmatic changes to respond to the needs of schools. However, today the quality of the teaching force is receiving greater scrutiny than in the past.

We welcome this attention and public support for efforts to refashion and strengthen teacher education programs.

Educational change is not limited to activities on the campus of a college or university, it occurs in multiple forums and is the product of the efforts of many stakeholders in the education system. I would like to briefly discuss three examples that are illustrative of our profession's response to the challenge of excellence in teacher education.

National Accreditation of Teacher Education Programs

AACTE is one of the sponsoring members of the National Council for Accreditation of Teacher Education (NCATE), the organization with responsibility for national accreditation of college and university programs for the preparation of teachers and professional school personnel. The Council includes higher education administrators and faculty, teachers, school board members, chief state school officers, counselors and the public. For the last three years AACTE and other Council members have engaged in a significant redesign of this national, voluntary system of accreditation. From these efforts, which will be implemented in 1987, we believe that the system of accreditation for college and university programs of teacher education will be improved and will be more responsive to the public, state and local governments, teachers, principals, and the four-year colleges and universities in which teacher education is conducted. I hasten to add that this redesign is not a one-time activity; the standards for teacher education programs

undergo continual review and modification, reflecting the needs and demands of the entire education system.

Profile of a Beginning Teacher

Another important activity has been AACTE's joint project with the National Education Association on "Profile of a Beginning Teacher." Begun in 1980, this project focused on defining those characteristics which are essential for every graduate from a teacher education program. It represents our response to challenges to improve our schools through a better understanding of what teachers must be expected to know and be able to do in order to begin professional practice. It reaffirms the belief that improving school personnel quality is the most effective way to improve our schools and that parents and their children are entitled to expect excellence in beginning teachers.

Copies of a brochure describing this project have been made available to members of this Subcommittee; however, let me mention just four of the traits we believe are necessary attributes for a beginning teacher:

- to care about children and be committed to their education;

- to be broadly educated in the liberal arts and capable of engaging the young in the knowledge and intellectual processes fundamental to a common general education;

- to be knowlegeable about the subjects they teach;

- to possess, through a grasp of the knowledge base undergirding teaching practice, a repertoire of instructional strategies and skills and to apply these to the education of individual students.

This fourth point is, I believe, crucial. A fundamental principle articulated in this statement is the complexity of the teaching and learning process. There is no one way to educate all children. It is essential for a teacher to be able to match the appropriate instructional strategy with the needs of an individual child and classroom setting. However, knowledge about the science of teaching is so broad and is developing so rapidly that it is difficult for educators to keep current on new developments. We know more than ever about what it takes to be a great teacher; about how to run effective schools; about how to teach children who have different learning styles or may have handicapping conditions. A major challenge is to keep schools of education and career classroom teachers aware of new research. The 1983 meeting of the American Association of Colleges for Teacher Education focused on the knowledge base for teacher education. Following that meeting we published a monograph, Essential Knowledge for Beginning Educators, which is a summary of some of the outstanding papers presented at that meeting. Several copies of that volume have also been made available to this Subcommittee.

National Commission on Teacher Education

One of the efforts of which AACTE is most proud is an award we received from the U. S. Department of Education to establish a National Commission on Excellence in Teacher Education. Last spring AACTE members called for a mechanism to review the current status of teacher education in the United States and to make recommendations to federal and state governments about needed policy directions. Our discussions resulted in the submission of a proposal in July to the Department of Education for support of this activity. Our project was selected for funding by the Secretary of Education and began in January 1984.

Although my Association submitted the proposal which established this Commission, it is important to note that the Commission is an entirely autonomous and bipartisan body that includes representatives from education, government, business and industry, and the public. Led by Commission Chair Dr. C. Peter Magrath, President of the University of Minnesota, the 17 member Commission identified 16 questions to be addressed in future meetings and in a series of public hearings across the United States. A summary of these issues and a complete list of Commission members are appendices A and B to my testimony. We believe that the work of this Commission will be a significant contribution to the ongoing reform of our educational system.

These state, local, institutional, and organizational efforts have been complemented by actions of the U. S. Congress. Last year the House of Representatives passed legislation to convene a National Summit

Conference on Education, and a similar bill was incorporated as an amendment to the Vocational Education Act now awaiting passage by the Senate. In addition, the House and Senate, faced with a serious budget deficit, have elected not to impose further cuts in the federal education budget--an indication of the Congress' continued support for a strong educational system.

S. J. Res. 138

Senator Zorinsky should be commended for his interest in education and his willingness to sponsor legislation to stimulate improvement in our nation's schools. S. J. Res. 138, however, is not the answer. The legislation is based on incorrect and misleading findings, represents an example of inappropriate federal intrusion into institutions of higher education, and duplicates current governmental and non-governmental activities. Neither as a professional educator nor as a citizen can I speak in favor of this legislation. I will note my particular concerns about the resolution; however, I feel its nature is such that even substantial amendment will not be sufficient to create a well crafted, solid piece of legislation.

My concerns are three, and I will discuss each of them in turn: the call for an "investigation," inaccuracies in the findings, and excessive federal intrusion proposed by the measure.

"Investigating" Teacher Education

I am very troubled at the possible establishment of a commission--comprised of political appointees--to "investigate" any aspect of our educational system. The FBI, the police, or on occasion congressional committees concerned about organized crime, conduct investigations. Vesting a group of individuals with the charge to conduct an "investigation" carries with it the connotation that there are not only serious problems in schools of education, but that they are also the site of unspecificed misdeeds. We anticipate government oversight of federally supported programs, but an "investigation" into the curriculum and policies within institutions of higher education goes far beyond the jurisdiction of the government and is in conflict with assurances in both the Department of Education Organization Act and the General Education Provisions Act prohibiting "federal direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any education institution."

Findings

S. J. Res. 138 is based upon ten findings. Two of them--that competent persons should be attracted into teaching and that students should be taught by properly trained teachers--are ones with which I would most certainly agree. The remaining eight are at best misleading and in some cases wrong. The first of the findings states that the National Commission on Excellence in Education found that the teacher education curriculum is weighted heavily with courses in educational

methods at the expense of courses in subjects to be taught. It is correct that prospective elementary school teachers take about 44% of their coursework in professional studies; however, in secondary education programs, the candidate will devote only about 21% of his or her coursework to professional studies. For both elementary and secondary programs these percentages include field experiences, or practice teaching. In reality a student preparing for a career as an elementary school teacher will spend less than a quarter of his or her university work in curriculum and methods courses. For a secondary student, curriculum and methods comprise only about 6% of the total courses. The distribution among subject matter, liberal studies and professional education is graphically represented on Appendix C of my testimony.

The second finding in S. J. Res. 138 asserts that there has been no national response to concerns about teacher education. As I stated previously, both the Congress and Administration have responded in a positive manner to this issue.

One of the most disturbing findings of this Resolution is the suggestion that schools of education are not accountable to the public. That statement is completely inaccurate. Of all components within higher education, teacher education is probably the most accountable. We are accountable to the university itself: to collegiate committees on teacher education, the university faculty and administration, the board of regents, and other institutional govering bodies. We are accountable to state government: to the state superintendent and state board of

education that will set standards, approve our programs, and either certify or not certify our graduates to teach. We are accountable to the regional and national associations that accredit our programs. Finally, and most important, we are accountable to the schools that employ our graduates.

Teacher preparation programs must be sensitive to the needs and demands of local school districts. If schools need French teachers, it is our obligation to prepare well qualified French teachers. If national reports on education suggest that elementary school students should have additional instruction in science and perhaps less in music or art, we must revise our programs to prepare future elementary school teachers in science instruction techniques for five- to twelve-year-olds. The complexity of the educational enterprise is such that, contrary to the statement in S. J. Res. 138, teacher education is accountable to many masters. Ironically, it is this very accountability that makes program change relatively slow.

While it is true that studies of junior and senior high school students' employment preferences, as indicated on their Scholastic Aptitude Test, reveal that those high school students who note an interest in teaching have lower SAT scores than students who are interested in other professions, such as law or medicine, this does not mean that the least capable students ultimately become teachers. National data on grade point average and test scores of students actually admitted into education as compared with students in other campus programs are not available. However, some recent state and institutional

data suggest that achievements of individuals enrolled in education programs are very similar to those of students enrolled in other collegiate programs. AACTE is conducting a survey of its member institutions to begin to build a national profile of the academic achievements of our graduates, and we hope to have preliminary findings available in the summer. We would be pleased to share our findings with members of this Subcommittee at that time.

The resolution suggests that teachers have no mastery of basic skills and implies this is a function of their professional preparation in education. When students are admitted into a school or department of education to begin their professional training (usually in their junior year of college), it is assumed they are prepared in basic skills and their major subject as required by the college or university. It becomes the responsibility of the education program to help these students learn how to teach subject matter already covered in a liberal arts discipline. We are concerned, however, that some students who seek admittance into our programs as college sophomores or juniors may not have the basic skills necessary for successful completion of the professional education component. As a result, an increased number of departments and schools of education are administering rigorous admissions tests for entrance into the education program.

I would be interested in the source of the finding that teacher training programs have shifted emphasis from "training teachers to develop expertise in academic subjects to emphasis on classroom psychological techniques not related to the development of student

academic competencies." In fact, the contrary is true. Less and less time is being spent on any type of professional preparation and more time in the subject matter major and other liberal studies courses. So limited is a student's time that he or she can rarely take even one education elective. As a result, a number of institutions, including my own, the University of Florida, have moved to a five-year teacher preparation program. We believe requiring an additional year of study is one way students can receive both adequate subject matter and professional preparation.

The issue of declines in student achievement on standardized test scores, including those that suggest that one out of five adults is functionally illiterate, must be approached with caution. Caveats for the use of these data are many. Scores on some achievement tests have declined; however, the number of students being tested has increased. Twenty-five years ago our classrooms contained few high-risk students: the handicapped, economically disadvantaged or limited-English proficient. Today these students have the opportunity to an education previously denied them. A consequence of the success of the United States' comprehensive education system has been a decline in <u>average</u> test scores on standardized measures.

<u>Federal Intrusion</u>

My second concern about S. J. Res. 138 is the federal government's intrusion into education. Our heritage is one that places a high premium on decentralization and local control of the schools. Although there

have been demands by our citizens to have the federal government be more active in promoting equity and access within the schools, a legacy of institutional autonomy and local control remain. That the federal government should establish a commission to "investigate" the curriculum and structure of institutions of higher education is inconsistent with the broader American value of limited federal intrusion into education at all levels.

Recommendations

There is a role for the Congress, state and local government, business and industry, teachers, higher education, parents and citizens in assuring good teacher education programs. Our approach should be cooperative and positive rather than divisive and negative. By way of conclusion, I would like to note some suggestions which we believe would move us a long way toward achieving the excellent teacher education system we all want.

1. RECRUITMENT AND RETENTION STRATEGIES

At the present time there are not enough qualified teachers in many disciplines; and, population data suggest the situation will worsen. There should be less concern about the potential of having more teachers than classroom vacancies and greater concern about how to get the best students into teaching.

Institutions of higher education, state, local and federal governments need to think about magnets, that is strategies to attract and keep talented students in teacher education. One such strategy is to offer financial incentives to potential teachers. Expanding loan forgiveness provisions under the NDSL program or initiating a series of merit-based fellowships or scholarships is an option. Many states have begun such programs to attract students into mathematics and science teaching. These programs should be expanded to include teachers in other disciplines. It should be recognized that some states are fiscally less able to initiate such a loan or scholarship program than are others. We believe a system whereby the federal government would match state loans or scholarships for future teachers should be explored.

Support systems for new teachers should be developed. Once a teacher has completed his or her initial preparation our obligation should not end. Cooperative between institutions of higher education and school districts should be initiated to provide entry-year mentoring and assistance programs for first year teachers. Such a system should involve teacher educators, school administrators and career teachers. Modest funds to provide stipends and faculty release time to work with new teachers in their classrooms is money well invested.

We must address the professional growth of classroom teachers through professional development activities that will contribute to both their subject matter knowledge and professional growth. Incentives for states to sponsor professional development opportunities using school districts and institutions of higher education are appropriate.

Successful staff development models need to be examined and incentives for school districts to allocate resources for such purposes need to be found.

The environment for instruction must be made conducive to learning and teaching. The conditions for practice significantly affect our ability to recruit and retain sufficient numbers of qualified teachers. We have high expectations of our teachers: superb academic preparation from the school of arts and sciences, strong professional preparation, sufficient supervised experiences in the classroom, and expertise in the latest technology. Yet, we supply out-of-date equipment and materials and pay education professionals far less than others with similar background and preparation. Why are we surprised when these people choose not to remain in the classroom?

We must provide our teachers and schools with adequate laboratory facilities and teaching materials. Although 95% of academic time is spent with instructional materials, less than one cent per dollar is spent for textbooks. Additionally, teachers need to be given some reprieve from the many non-instructional duties that deplete their energy and reduce their actual teaching time. Clerical and laboratory assistance should be made available to free teachers to do the job for which they were employed. Further, we need to look seriously at how we organize schools. Differentiated staffing, faculty teaming, and new teacher roles may help us develop a more professional environment.

Teachers must receive appropriate remuneration. Substantial controversy surrounds the issue of teacher pay. We can agree that teacher salaries are below those in other sectors and that to raise them to appropriate levels will be a multibillion dollar effort. We will need to consider a variety of funding alternatives to marshal the needed resources to compensate professional educators. However, if substantial salary increases for teachers cannot be immediately implemented, are there some alternatives? Legislation introduced in the last session of Congress suggested a tax credit for those businesses providing mathematics and science teachers with summer jobs. This concept could be broadened to include teachers in all disciplines; and, rather than placement in just business or industrial settings, colleges and universities might be encouraged to hire teachers for summer assignments. Museums, "think-tanks," libraries, state and local governments could, with modest incentives, provide teachers with meaningful summer jobs. These collaborative efforts would not only offer teachers summer employment, they would also expand industry's personnel pool and increase the teacher's contact with settings where skills and knowledge are applied.

Partnerships between schools and businesses suggest another alternative. Business and industry may continue their practice of hiring recent education graduates, but, perhaps they would agree to place some of them in public schools on either a part-time or full-time basis for the first three to five years of their employment. During summers the companies would provide employment and/or support for further education. Savings to school districts could be redistributed as salary increases to

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other teachers. Various tax incentive packages ought to be considered to implement this option.

2. TEACHER EDUCATION SHOULD INCLUDE STRINGENT SCREENS AND HURDLES

Standards for graduate from a teacher education program should be among the most stringent in the college or university. We believe that teacher education programs should admit only individuals with potential for teaching successfully and must screen out those not suited for an education career. A series of measures ought to be put into place to assure that only the best students are eventually recommended for initial certification. These measures should be a combination of testing, interviews, grade point average, and observations of student teaching.

Standards can't be compromised. The issue of emergency teaching certificates is a serious concern for teacher educators. State governments, in an attempt to fill classroom vacancies, have been granting certification waivers to students who fail to meet state guidelines. This approach creates disincentives for teacher preparation programs and for students. Colleges of education will be less likely to impose stronger standards and make a commitment to revitalizing their programs if students without any professional training are routinely granted teaching certificates. Students will have no incentive to spend the additional time and effort to complete a professional program if they believe they can gain state certification without it.

We believe that awarding emergency certificates, except in very unusual circumstances, is bad education policy and an inappropriate response to education reform. State certification requirements serve the essential purpose of establishing criteria for determining minimum standards of preparation for elementary and secondary school teachers. The requirements are designed to protect children from unprepared and unqualified teachers. Can we have both a commitment to educational excellence and encourage the placement of untrained teachers in our schools?

3. THE FEDERAL GOVERNMENT'S COMMITMENT

The federal government also has a responsibility. The Congress and Administration must first be certain that federal mandates are supported by adequate federal funds. To impose requirements on schools and then not provide sufficient financial support for their implementation places states and localities in the position of reducing basic educational services to fulfill federal regulations. p dosco omes

The federal government has a responsibility to support national data collection on future supply and demand needs for teachers and to encourage educational research. Unlike our colleagues in science, or mathematics, or medicine, support for educational research is almost entirely government sponsored. Reduced support for the National Institute of Education effectively ends ongoing research on teaching and learning, effective schools, and strategies for instruction in particular disciplines.

State-by-state solutions should complement, not replace, the federal response to what is a national problem demanding national attention and a national solution. It is time for a comprehensive look at all of the factors surrounding teacher education--from teacher recruitment, training, placement and retention, to staff development programs. Scapegoating and "quick fixes" are not the answer. The Subcommittee's endorsement of the current, Administration supported, National Commission on Excellence in Teacher Education would be one positive step in achieving this goal.

Mr. Chairman, I thank you for the opportunity to appear before this Subcommittee and would be pleased to answer any questions you might have.

APPENDIX A

(1) The substance of what a beginning teacher needs to know and how one balances this, re. available time. (What is the knowledge base? How can faculty model behavior?)

(2) How is the knowledge being used in various professional studies components, including the clinical phase?

(3) What are the "constants" in the knowledge base? (Elements that are true and persistent and need to be reaffirmed.)

(4) How do we increase the quantity and quality of the teacher applicant pool? How do we communicate the urgency of this to the public? How do we change the "conditions of practice" to attract new candidates? What do we expect of teachers? Is this realistic?

(5) How do we build effective/realistic partnership programs? How do we bridge the preservice-inservice continuum? (How do we avoid the tyranny of the credit?)

(6) How do we enhance the role of SCDEs on the college-university campus? How do we "value" teacher education on the campus?

(7) Do we know anything about the relationship between scores on tests and successful classroom practice? Who should be recruited? What do we know about successful teachers?

(8) Do we need to reconsider certification? (levels, types and foci)

(9) How do we prepare teachers who possess disciplinary focus and yet are competent generalists?

(10) How do we deal with the challenge of attracting additional minorities for the pool of candidates?

(11) Can we articulate (the differences/relationships) between accreditation and program approval? (Can we build a more realistic/effective quality control system?)

(12) Does collective bargaining offer ways of improving teachers/ teaching? How can it be structured to create a more conducive climate for quality teaching?

(13) How do we "lick" those who discourage kids from going into teaching? How do parents/society get involved?

(14) What is an adequate base of support to conduct a clinically oriented program?

(15) What sort of commitments should a college/university make if it offers a teacher education program?

(16) How should resources be allocated to and within teacher education?

APPENDIX B

NATIONAL COMMISSION ON EXCELLENCE IN TEACHER EDUCATION

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APPENDIX C

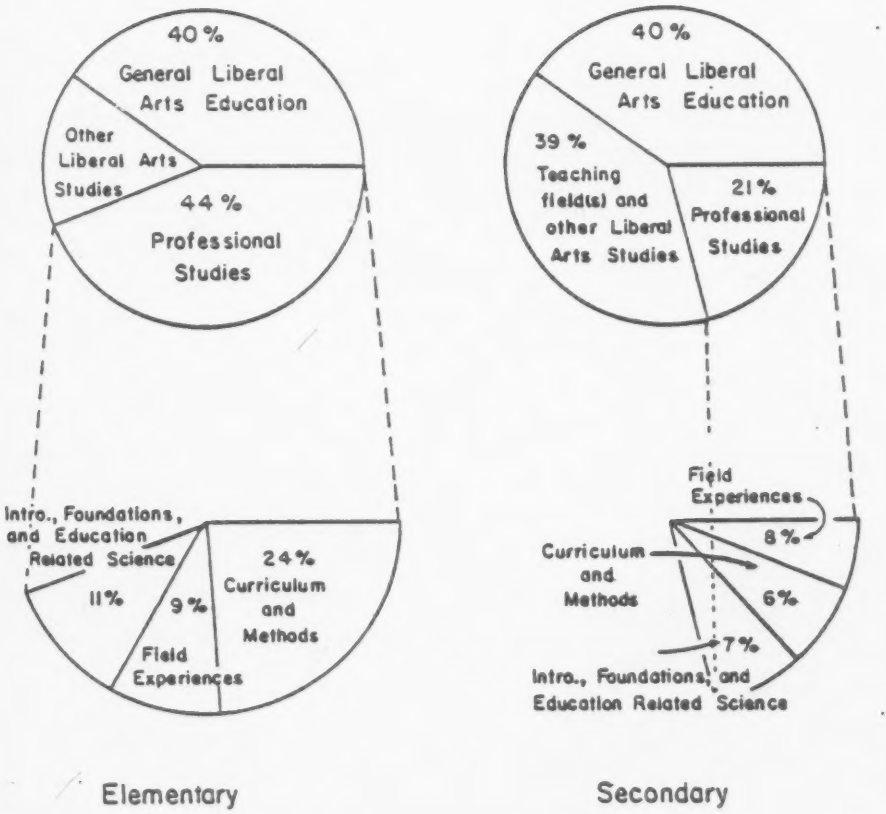

Figure 2. Graphic Representation of College Programs for Elementary and Secondary Teachers

Senator STAFFORD. I just have one or two brief questions, and then Senator Zorinsky may have several more. But I will comment that deficiencies in reading have been a thread that has run through many hearings this committee has had in the last several years, particularly in the last 2 years. We have also heard reading concerns expressed during our hearings on vocational education. So this is not the first time we have been made aware of deficiencies in reading ability. And I was interested, Mr. Blumenfeld, in your comment that SAT scores have gone down 42 points since ESEA was enacted into law.

I would hazard a guess—and I would be interested in your comment—that one of the reasons for that decline might be that so many more youngsters have had an access to an educational opportunity under title I of ESEA and under Public Law 94-142, the Education for All Handicapped Children Act. Thus, an expansion in the pool of people taking the test may, in itself, especially considering the difficulties they have had in getting an access to education—to some degree contribute to the decline in SAT scores.

Would you disagree with that?

Mr. BLUMENFELD. Well, not entirely. I think one must realize that the decline in scores is overall—that is, the very brightest are not as bright or not doing as well as the very brightest of years ago. So there has been a general decline even of those whom we consider highly literate, those in the universities.

I remember Carl Shapiro, the poet-philosopher at the University of California, deplored the fact that there was such a high state of illiteracy among his university students. He taught a course in creative writing, and he could not believe the state of literacy among those very highly educated youngsters. And we know that at universities like Harvard, University of California, and other prestigious universities, they now have remedial courses for freshmen, to bring them up to a level at which they could handle the work that they must do at these universities. So it is more than simply numbers. It is also the quality, the declining quality across the board.

Senator STAFFORD. We do not disagree with you at all. We just think that maybe the expanded student body since ESEA may have had some impact on dropping SAT scores.

Dr. Smith.

Dr. SMITH. Yes, Senator Stafford, I think that you have more than a germ of truth in the comment which you have made. If the concern is about instruction in reading at the elementary school level, then the application of SAT scores may not be as appropriate a measure as looking at what has happened in terms of achievement test scores in reading at the elementary school level over the past 20 years.

I would call to your attention the fact that those scores have not declined; those scores have remained constant or increased, which would suggest that the problem may be a changing student body more than it is the quality of instruction at the elementary school levels.

Senator STAFFORD. Thank you very much.

Let me ask any one of you who may want to respond: Are there schools today which use the phonics method of teaching?

Mr. BLUMENFELD. Yes.

Senator STAFFORD. Are there very many?

Mr. BLUMENFELD. Do you mean public schools or private schools?

Senator STAFFORD. Public schools.

Mr. BLUMENFELD. It is estimated that about 15 percent of the schools in the United States teach intense phonics.

Senator STAFFORD. Fifteen.

Mr. BLUMENFELD. And 85 percent teach the wold-word or look-say method.

Senator STAFFORD. All right. Thank you very much, gentlemen.

Senator Zorinsky.

Senator ZORINSKY. Thank you, Mr. Chairman.

Dr. Smith, in your testimony, you indicated that you were troubled by the possible establishment of a commission comprised of political appointees to investigate any aspect of our educational system. Does that mean we should no longer appoint our Secretary of Education, who is a political appointee, and many of the other appointees that are made to conduct our foreign policy and diplomacy, such as ambassadors? I mean, what is bad about political appointees, if they are qualified and capable?

Dr. SMITH. Senator Zorinsky, I think I have a problem with your assumption and therefore the conclusion. There are political figures who serve on the National Commission and who were appointed through the American Association of Colleges for Teacher Education. We have no problem with public figures, representatives from business and industry, and members of the public serving on a national commission.

We are troubled when, with the limited resources that are available, a second commission is appointed before the first commission has really had an opportunity to do its work, both involving Federal funds. The duplication is what we object to as well as, frankly, some problems with the assumptions that seem to precede the resolution. The "whereas" statements in the joint resolution are, we believe, seriously flawed.

Senator ZORINSKY. Well, you compare the word, "investigation," to the FBI in your testimony, to police and congressional committees investigating organized crime. I do not think the tenor, or text of this resolution indicates there have been criminal acts done or committed, or that this is a witch hunt in any way. And I am sorry that you misinterpreted the word, "investigation," because the dictionary defines "investigation" simply as "to observe or inquire into in detail, or examine systematically," and that is all I meant by that word.

Would you feel more comfortable if we changed that word to "examine systematically," instead of "investigate"? Would that soften any of your FBI or criminal investigation-type fears?

Dr. SMITH. The words are one thing, Senator; the intent is another.

I believe you said earlier this morning, and I quote, "There is something wrong here, and we need to get to the bottom of it." That suggests a mindset and a predetermined conclusion that may or may not be the case, and that is one of the problems that we have with the Senate joint resolution.

Senator ZORINSKY. Well, I meant it in this context, and if you have never been in business, I can understand why you do not take

it in that vein, but you know, when figures indicate that there may be a drawn conclusion, such as when I was in business, if your accountant told you you were overdrawn at the bank, you did not necessarily have to conclude there was embezzlement—it might have been bad management in the business—and maybe there are some corrective actions you could take to rectify that economic situation, without being criminally involved in any way. And this is what that means, that there are some figures that are factual figures, that maybe are explainable, but in order to have them explained, one must look at the analysis of those figures and how they were arrived at, and if there is a logical explanation, that is fine, but that is all that is meant by taking a look at something like this.

Dr. SMITH. The question of efficiency and effectiveness, both in business and in government, is well known. The concern that the Congress has for reducing duplication has clearly been expressed. When one national Commission has just been established and not given the opportunity to issue its report, and the Congress creates a second that appears to be duplicating the first, it suggests to me the cause for the fiscal concern that I think you have expressed.

Senator ZORINSKY. Well, is that the only basis, then, on which you would oppose this establishment, just on duplicate service, rather than on the other concerns you raised in your statement, or is that just one of them?

Dr. SMITH. That is one of the concerns that we have.

Senator ZORINSKY. Well, you indicate—you referred to the Commission that was established—in January, was it——

Dr. SMITH. That is correct.

Senator ZORINSKY. You said it includes representatives of business and industry. I have a list of the individuals on that Commission, and I see people from the University of Minnesota, the school of education at Stanford, the State superintendent of public instruction in Washington, the president of Coe College, the State representative of Nashville, TN, the NEA's president, the executive officer of the Governor of Florida, the college of education, the dean of the University of New Mexico.

Do you have the names of somebody that is in business or industry—I mean, these are educators and, I am sure, well-qualified people, but——

Dr. SMITH. I do not have the list before me, Senator.

Senator ZORINSKY. Oh, OK. Well, I fail to find anyone from business or industry, which you indicated there were.

Dr. SMITH. It is my understanding that there are. I would be glad to get that information to you at a later point. I do not have it available here.

Senator ZORINSKY. I would appreciate it.

Dr. SMITH. And if I cannot, I will indicate that to you in writing as well, Senator.

Senator ZORINSKY. Thank you, and that is all the questions that I have. Incidentally, in your statement, you indicated that a major challenge is to keep the schools of education and career classroom teachers aware of new research. I certainly support such an effort, and I want you to know that I support you in that effort. However, representatives of your association, when recently asked why

schools of education did not respond to the research which has been done in reading methods, replied: "We only train teachers to use the reading methods which the schools use." In my own estimation—and I do not have a background in the teaching profession—but I think we should be flexible enough to not only use the reading methods that the schools use, but also open ourselves up to new methods, or old methods if, in effect, they are proven better.

Dr. SMITH. Senator, I agree with you. I would also like to observe I think that the issue surrounding phonics and intensive phonics is being miscast. I know a few professors of education whose area of specialty is reading—and mine is not—who would argue that any one method will work to the exclusion of any other method; they would argue that a comprehensive reading program requires phonetic analysis skills, and that it also requires contextual clues and other reading skills, as well. And to cast it in polar extremes is, I think, not fair to the question of effective teaching in our schools. If the quality of teaching in our elementary schools had seriously declined over the last 20 years, this should clearly be reflected in national reading achievement scores, and that is really not the case.

Senator ZORINSKY. Well, I appreciate your comments, and certainly, will pay very serious attention to them. But I would hope that you do understand that the intent of this legislation is to do nothing more than to analyze and evaluate why we have to spend more to receive less in the ability of our children today in being able to read and write and all of those basics.

A lot of people think all of these new, innovative programs is the way to go. My mother thought I grew up pretty decently and pretty fairly, educationally, and we did not get into many of these fancy programs that the children today are being taught.

Dr. SMITH. Senator, I agree—we cannot expect more and receive less. But again, I think there is a question of explaining what has happened throughout the world. In a 10-year cross-cultural study where literacy was involved, there were less than a dozen nations in the world that reported 96 percent or greater literacy. The United States reported 98 percent. I would agree that the Soviet Union reported a higher percentage; they reported 100 percent. Apparently, this is the only Nation in the world that has nobody who cannot read, regardless of any mental handicap which they might have. But that was the report we received relative to the Soviet Union.

I think it is very important that we distinguish between functional literacy and the question of literacy so that we are comparing apples with apples and oranges with oranges.

Senator ZORINSKY. Thank you, Dr. Smith.

Senator STAFFORD. I would say that the Russian problem may not be a lack of literacy as the material they are allowed to read. [Laughter.]

Senator ZORINSKY. And the degree they are required to read it.

Professor Groff, do you have any comments to make on Dr. Smith's comments?

Dr. GROFF. I think Dr. Smith's comments represent a couple of things that I have been distressed by in the past one is the apparent kind of objection that the education establishment has toward

any sort of outside criticism. We seem to always be very reluctant to let any kind of objective body, say, a body that has no vested interest in education at all, to come in and look at what is going on. I think this is one of the bad things that can happen in any kind of industry or business. Oftentimes, industry calls in people who have nothing to do with the company, to come in and make as objective a decision as they can. I think that your Commission on Teacher Education Act is designed just to do that for teacher education.

I would prefer having the Commission made up of people who have no vested interest at all in the teaching of reading, those who are not professional educators, people of that nature. These people are intelligent. They are concerned. They know how to understand information and data. They will obviously be highly educated, college-educated people. Educators do not have any particular qualifications to judge data any better than anybody else, just because they have been around schools a little bit longer. Sometimes, I think being too close to the scene, we actually become oblivious to what is going on.

The next point I inferred from what Dr. Smith was saying was that there is a certain advantage to traditionalism, that if we just keep doing things as we have done them, it is better to do it that way. I disagree.

I have made quite a long list of things that have caused the literacy crisis. Dr. Smith's point that there is no such thing as a literacy crisis, I think flies in the face of a mass of evidence on which I compiled my list.

I mentioned "Education Under Study," which reports on 54 studies—not all directly concerned with literacy, but probably every one of them, indirectly, Any time you negatively criticize the schools and their achievements, you are getting to the basic, fundamental thing that schools teach, and that is literacy. Without literacy, you cannot do anything else. So if schools are failing in any respect, one of the fundamental problems has to be literacy. To just say that we are doing fine with literacy and do not worry about it, as Dr. Smith does, does not seem to me to be reasonable. Obviously, Dr. Smith and I do not agree about the extent of illiteracy in the Nation. The need to resolve our differences seems to me the prime reason we need a National Commission on Teacher Education.

Senator ZORINSKY. Thank you.

Senator STAFFORD. Thank you very much, gentlemen. You have been very helpful to us, and I express appreciation for the entire subcommittee.

Unfortunately, at least four other committees are meeting today, and the Senate itself is now 2 hours into debate on DOD, and that is why I have to say I am speaking for the others who are not able to be here. But thank you very much, indeed.

Senator STAFFORD. The next panel is Mrs. Marva Collins, director, Westside Preparatory School, Chicago, IL, and Mr. Dennis Van Rokel, who is president, Arizona Education Association, of Phoenix, AZ. Please come forward.

As we told the first panel, your entire statements furnished to the committee will be made a part of the record as if read, and we

would appreciate it very much if you could each summarize your statements in the five available minutes.

Mrs. Collins, is Westside Preparatory School a public or a private school?

Mrs. COLLINS. It is a private school.

Senator STAFFORD. All right. Mrs. Collins, if you would go first, whenever you are ready.

STATEMENT OF MARVA N. COLLINS, DIRECTOR, WESTSIDE PREPARATORY SCHOOL, CHICAGO, IL, AND DENNIS VAN ROKEL, PRESIDENT, ARIZONA EDUCATION ASSOCIATION, PHOENIX, AZ

Mrs. COLLINS. I appreciate having the opportunity to address this subcommittee today because American education and the present failure of American children is truly a very frustrating concern for me.

We at Westside Preparatory School have perhaps one of the most spartan facilities in the Western World, yet despite those obstacles, our children seemingly have managed to do what seems almost impossible today, and that is to learn to read, to write, and compute. And I think we perhaps have benefited from the fact that we have less things and gimmicks, because we have not benefited from Federal funds. It seems that Americans, the more Federal funds we receive, we innately seem to know nothing more to do except to buy more machines and gimmicks.

I attest to the fact as to why we presently have been labeled a nation at risk because somehow, children became so dependent on machines that they forgot the basics. And I certainly think it is fine to be creative, but we certainly cannot get away from the basics.

I travel about 14 times per month. In the last 6 years, I have visited 1,896 schools. All of those schools have benefited from more elaborate machines and things than Westside Preparatory School shares. But I find that these children are so busy drawing lines from here to there, on sheets that are run off on mimeograph machines, that they cannot put a literate sentence together.

First of all, we have to realize that we do have to be able to have cognitive skills to be able to analytically think. There is very little teacher/pupil dialog anymore in the American classroom. Children today have grown up in a society where they no longer have dialog with many adults. There are machines that shuttle candies out, or when they go into the average store, there is no one to talk anymore, and then they come into the American classroom, and they are either plugged into a machine, or they sit there with things.

In the classrooms I have visited in the American cities, I have found that the good teachers' children excel, and the poor teachers have more and more excuses.

I think what we are going to have to realize is that we have to somehow forget the paper-pushing 101 courses that we had in teacher training institutions, and begin to realize that we have to deal with real, live children in the classroom. We have as many as 53 children in one classroom, without teacher aids. We have all of the things that people say cannot be done. Yet, despite the odds, we have been able to do it.

I think one of the great resistances to the phonetic method is that we cannot use more and more gimmicks and sheets to do this. It means that there must be a real, live teacher there, utilizing one of the most underutilized facilities in the classroom—and that is the blackboard.

It seems that teachers are almost afraid, or do not want to interact with the students anymore. The experts have said that children must read silently and then answer the questions at the end of a selection. Well, the sad thing is that they never learn to read in the first three grades, and by the time they are in third grade, we say they should be independent readers. If there is no teacher there to say to a child, "Give me a synonym for that word," or, "Tell me what you have just read," or, "Give me another word that means the same thing," these children sit there silently, and the word, "capacity" becomes "capa-city"; the word, "diary," becomes "dairy"; the word, "angle," becomes an "angel," et cetera.

I think again, we have to, though we yield so painfully to change, there is a time when we must realize that all of the illiteracy in this country certainly can no longer be blamed on the children. We must begin to look at the people who are perpetuating the illiteracy, and I think that is—I am not criticizing teachers, but we certainly now have to face the stark reality that we are doing something wrong.

Senator STAFFORD. Does that conclude your statement?

Mrs. COLLINS. Yes.

Senator STAFFORD. Well, thank you very much indeed. As I have said on some other occasions, the brevity with which you have summarized your statement will cause me to make you an honorary northern New Englander.

Senator ZORINSKY. Even a Member of Congress. [Laughter.]

[The prepared statement of Mrs. Collins follows:]

TESTIMONY BEFORE THE SUBCOMMITTEE ON EDUCATION, ARTS AND HUMANITIES RE: S. J. RES. 138 REGARDING TEACHER EDUCATION

Prepared by Marva N. Collins

The government actually paid for our title: 'A Nation at Risk'. School systems across the country never would have had enough monies to pay for such massive failure. The more monies became available, the more the "tagging and labeling" perpetuated itself. Children were labeled and put into learning disabled rooms because Federal dollars had to be used somehow, and ,therefore, more federal dollars bought more and more gimmicks, more and more "things", easy-to-teach, easy-to-read junk", and thinking, reading, and writing, and computing became extinct. After all the federal dollars bought more and more prepackaged lesson plans written by people who have never taught a day in their lives, and children all over America were recruited for failure. After all, all they had to do was to draw lines from here to there guessing at "True and False" questions, and checking multiple choice questions. Not one lofty thought was required to complete such mundane tasks, and as a result we reaped our present 23 million illiterates, 35 million functional illiterates, and two million illiterates being added to that already dismal figure each year. The government actually practiced and paid for recidivism.

All of the baleful assessments of our schools will not provide solutions. The problem is that we do have a PROBLEM, and now what are we going to do about it?

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Standards and rules are important, but somehow the teacher certification rules have never required the most important things in certifying teachers: Teachers must know their subjects, and they must know how to teach real, live children. Theory and more and more courses on the History of American Education and Paper Pushing 101, and other irrelevant courses will not do this. The High Priests of certification are often obsessed with everything except the two most important questions for a teacher to teach real children.

If one has taught for fifty years they cannot become certified unless they have had student teaching. Judas Priest! The best teachers that I have ever employed were those teachers who were not ruined by teacher training institutions. In other words, they did not come to the classroom situation with preconceived myths as to how children learn, and what they can learn at a certain age.

In training my own teachers and teachers all over the United States and Bermuda who have come to our teacher training sessions, I have found that the first thing I had to do was to remove the myths of teacher training received in traditional teacher training institutions.

As long as we continue to teach unreal facts in teacher training institutions for real children, we shall only create in greater abundance more and more illiterates; more and more people who can not grow and become of age in America; and more and more people who will become burdens on the same government that failed them with more and more federal dollars in the first place.

Miseducation is no longer the poor man's burden, it has become the rich man's malady too.

I travel about fourteen or fifteen times per month and I hear the doomsday cries from parents of all walks of life as to how miserably their children are failing. I hear these sad cries from parents that we would least expect to hear from, and their problems with their children all begin in our school systems in America.

The trouble is that one has to become an expert if they want to confront the educators on their own turf. I have cried out for fourteen years that the system of teaching children to read in this country is all wrong and flies in the winds of all common-sense. We are actually using a look-say method that was originally designed to teach deaf mutes to read and write.

From 1930 to 1950 , beginning reading instruction in American schools was changed by the professors of education from the traditional alphabetic-phonetic method to a new whole word method. Written English was no longer taught as a sound symbol system.

In studying the whole-word system I become very angry as one watches Sue, Jimmy and Pepper running the pages . Children rotely learn to say: "See Jimmy, See Sue". Of course, they see them, there is a large page of them running through this banal reader.

Thomas H. Gallaudet, the founder of the Hartford Asylum for the Deaf and Dumb wrote Mother's Primer in 1835. This was the first look-say primer to appear on the market. The first line in that primer read: "Frank had a dog; his name was Spot".

Gallaudet was a great teacher who brought the learning problems of the deaf and dumb great empathy and a talent for innovation. He thought however, that

He could apply to normal children some of the techniques used to teach deaf-mutes to read. Since deaf-mutes have no conception of the spoken language, they could not learn a sound-symbol system of reading. Instead, they were taught to read by way of a purely sight method consisting of pictures and whole words. Therefore, the deaf pupil learned that the written language represented ideas only and had nothing to do with sounds made by the tongue and vocal chords. Might such a method work with normal children?

In 1836 the Boston Primary School Committee decided to try Gallaudet's primer on an experimental basis. Horace Mann, who became secretary of the Massachusetts Board of Education in June 1837, was very critical of the traditional alphabetic teaching method, and he heartily endorsed the new method as a means of liberating children from academic tyranny. In November the Primary School Committee reported favorably on the Gallaudet Primer, and it was officially adopted for use in the Boston Primary schools . Pretty soon other textbook writers got on the whole-word bandwagon, and they began producing their own versions of the Gallaudet primer.

In 1839 Mann and his fellow reformers established the first state-owned and operated college for teacher training--the Normal School at Lexington, Massachusetts. And so, in the first state-teachers training college in America, the whole-word method of reading instruction was taught to its students as the preferred and superior method of instruction. Thus, educational quackery not only got a running start with state controlled teacher training but became a permanent part of teacher training.

During the next five years, Mann's Common School Journal became the propoganda medium not only of the public school movement and the state normal schools but of its quackery --particularly the whole word method. But finally in 1844, there was an incredible reaction. A group of Boston school masters, who had had enough of the nonsense, published a blistering, book-length attack on Mann and his reforms. Included in the attack was a thorough, detailed and incisive critique of the whole-word method, the first such critique ever to be written.

This attack ignited a bitter dispute between Mann and the schoolmasters that was to last for more than a year and result in a return to common sense in primary reading instruction. So the alphabetic method was restored to its proper place in primary instruction. But the whole-word method was kept alive in the normal schools as a legitimate alternative until it could be refurbished by a new generation of reformers in the new progressive age.

The whole-word method began to become used again around the turn of the century and eventually took over modern primary instruction. Today we are still enduring the crippling consequences of such malpractice.

By 1940, schools everywhere was setting up remedial reading departments and reading clinics to handle the thousands of children with reading problems. This, of course, became a new growth industry for the thousands and thousands of children who had failed in school.

Researchers and more and more studies began seeking the causes of growing reading disability, and, a whole new lexicon of exotic terms to deal with this previously unknown problem: These included: congenital alexia, congenital aphasia, dyslexia, strephosymbolia, binocular imbalance, educationally mentally handicapped, learning disabled, dyslexaphoria, ocular-manual laterality, minimal brain damage, and whatever fitted the requirements of

the federal guidelines.

Until teachers are trained in teacher-training institutions how to teach children to read, write, thihk and compute, we shall continue to have an illiteracy problem. We shall continue to lag behind other countries academically, and most important of all, we shall continue to have more and more tax burdens--more and more people who will not be able to find work, to raise their families in dignity.

We must reexamine our teacher training institutions. Teachers should be hired on a "trial" basis for the first two years of teaching. Standardized tests should be given their students at the beginning of each school year, and then another test in April, and a final test in June. For those teachers whose students do not move academically, they should, at the end of the first year receive a warning, and if their students do not excel at the end of two years, they should be replaced.

Textbooks and methodology used in classroom should be stan dardized rather than each system allowed to do "their own thing". We must replace the easy-to-teach, easy-to-read "gimmicks" in our classrooms with more serious textbooks. Government subsidies should be cut until each school district upgrades their academic standards. Each student nationwide should be required to read at the end of each school year at least one grade level beyond grade expectancy, and one year above level in mathematics, English, and other subjects.

There must be a uniform high quality academic program of compulsory education for nine years. Students by law should be required to complete ninth grade before they can drop out of school, and not according to age.

Remarkable achievements in America by any school should be worthy of emulation. There must be more teacher-pupil dialogue in schools so that children not only learn facts, but how to use those facts. This means that we must rely less on our present system of "things", gimmicks, and machines".

The standardized tests that our students are performing so poorly on are the very skills not taught in the average American classroom. For on these tests, true and false questions, and guessing at answers is not the logic and analytical and critical skills needed for performing well on these tests. These tests will become more successful for our students when American educators begin to teach the skills on the SAT and other standardized tests. Since students are not required to write compendiums or themes in the classroom each day they are at a lost in the usage of punctuation and language on standardized tests. They cannot comprehend what they read, but because they have been allowed to read silently in the classroom where such careless errors as : "capacity" becoming, "cap-a-city, and diary becoming a "dairy", and "sacred becomes "scared". The experts have told us that children should read independently by grade three. The irony of this is that they never learned to read in the first three grades. There is no opportunity to develop vocabulary, syntax skills, dognitive skills, and all of the skills needed to become a good reader when a child reads silently and answers or quesses at the answers to a selection read.

Teachers must develop a broader sense of responsibility for helping students after hours and to become available during the summer recess. All of our students at age three must be reading at a first grade reading level by December. We believe that basic courses in geography, science, mathematics, English, Latin, spelling and reading should take priority over recess, art, music, and such foolish courses as macrame, first aid, and other meaningless courses.

A year ago a twenty-four year old student came to Westside Preparatory School after twelve years in the traditional school system, and four years at a first rate university. That student read and performed at a fetid second grade level in all areas. After just ten months of drilling that student in basic vowel sounds, (long and short vowels), learning word derivatives, mastering vocabulary through oral reading, and comprehension, and sadly, learning to form basic cursive alphabet letters (the use of mimeographed sheets produced on machines had deprived him of the art of handwriting as it is students of all ages across America today), and learning to put his thoughts on paper in a literate well-written theme. Not once did I use xeroxed prepackaged lesson plans. This student scored at the college freshman level in just ten months. There was lots of teacher-student dialogue, the use of the blackboard (the most under-utilized tool in the American classroom), and lots of chalk-talk removed the tag of failure from this student. He is now enrolled again in a Chicago university, and hopefully this time he will receive a diploma that he can read.

Once a student enters an institution, learning must never end. The student must not be terminated for academic failure. The student will remain in school as long as there is a feeling of belonging in a mutually supportive group environment. Students can fail alone, they do not need a bastion of educators and experts to tell them how miserably they performed. Poorly trained teachers beget poor students; good teachers refuse to have their students do less than their innate abilities allow.

Unified teaching methods must be utilized all over America. These guidelines should be written by the Secretary of Education and teams of objective evaluators should visit each American school to insure that students do not fail in the first place.

In each state there should be a seven-to-ten day prefectural training program given all new teachers under the auspices of the Secretary of Education which deals with a unified course of study and the outcomes expected for each grade. Teachers should have to take periodic examinations to see if it is urgent for them to update their knowledge. Teachers must, and should have a clear idea of the goals of their profession. Given guidelines must be made aware to each teacher. Far too many teachers in my travels across the United States tell me that they are uncertain as to what is expected of them. There is too much experimentation and innovation and creativity in American classrooms. In my opinion, one cannot experiment with creativity without knowing the basics first.

A national sampling of each school district in America should be reviewed by the Secretary of Education and recommendations should be made for improvement. Those schools that fall below national standards should be given special help. The United States has no federal agency that sets standards or even attempts to define what all students of a given age should know. To be sure, some American states set standards for students to graduate , but in general there is a less complete system for assuring that students are given adequate training to meet these standards. This is where each teacher must be given guidelines for these standards, and close monitoring must be adhered to to see to it that

these standards are met.

The assumption that all students can and will achieve puts pressure on the teachers to and the poorer students. We have too readily accepted the fact that some students are just a bit statistically too inferior to bother with, and that some students cannot learn. Teachers must be held accountable that students are not just given the work, and that their responsibility ends when they have presented the materials to the students, they must also make certain that students DO learn.

Special salaries might be given to teachers who are willing to take on students considered more difficult to teach. There must be no disparity between the academics offered to the poor or to the rich. This will insure society that we will have less tax-burdens later on.

Senator STAFFORD. Mr. Van Rokel, we would be glad to hear from you.

Mr. VAN ROKEL. Thank you, Senator Stafford.

My name is Dennis Van Rokel. I am a high school math teacher at Paradise Valley High School in Phoenix, AZ. I taught for 16 years. I am also president of the Arizona Education Association and a member of the National Education Association.

Before I speak on the National Commission on Teacher Education Act, I would like to make a brief comment about some of the things that we are doing in Arizona regarding teacher training and teacher preparation.

As in most States following the report of "A Nation At Risk," we also had a State commission established called the committee on quality education, and one of the items that they discussed at great length was the teacher preparation institutions within our State, and one of the recommendations that came out of that committee was that we should form a task force within our State to study teacher preparation programs. That was done. The report is nearly finished, and that task force involved teachers, citizens, and also professors from the colleges of education.

We are also doing something starting this next year; it is a 6-year pilot at one of our State universities, at Northern Arizona University, and it is called the center for excellence. It is a 6-year pilot to move the teacher preparation out to six regional locations throughout the State. The main objective in this program is to get the students and college teachers into the classroom, so that prospective teachers can get more hands-on experience in dealing with children.

We are also in Arizona tying the teacher training to certification. For too long, certification standards meant a list of courses that you had taken, and we felt that there needed to be a tie-in to the training; that certification should be based on skill acquisition, not a list of courses that you had taken at a college or a university. And the State board of education this last year adopted a skills list for teachers to demonstrate as a prerequisite to certification.

One of the reasons that I mentioned the certification aspect is that the debate seems to go on in terms of teacher training: Do we spend too much time on methodology, or do we need more in content?

I believe that, at least in Arizona this last year, we have bills that were introduced that would allow certification based on people who are successful in business to come in and be a teacher. In other words, the emphasis is that if you know the content, you are going to be a good teacher. I believe that is something that is totally erroneous. As a classroom teacher for a long, long time, I often thought how easy it would be if all the mathematics that I know, I could impart to all of my students just be presenting it to them. And if that were the answer, all of my students would know all of the math that I do. Of course, that is not the case, and the difference between knowing content and being able to teach a child to also know that content, that is teaching.

In terms of the National Commission on Teacher Education Act, as an educator, I appreciate the attention that it focuses on teacher preparation, because that is something that is extremely impor-

tant. However, I do believe that a Federal commission is not the answer. As I mentioned, in Arizona, we have gone a long ways to making things—putting action into place, rather than more discussion. Over especially the last year, there has been so much discussion about what we ought to be doing and far too little action in making it happen, and I believe that is the direction we need to go.

As an organization, we adopted a booklet entitled, "Excellence in our Schools: Teacher Education," 2 years ago, at the 1982 National Association Representative Assembly. And I believe that for the most part, people will agree with what is in there. Now, what we have to do is get people willing to implement those suggestions.

I was happy to hear Senator Zorinsky mention that it was not his intent to eliminate teachers from the Commission. I believe that for too long, we have denied teachers the input into that type of a commission, and that is extremely important if there is to be success in implementation.

I believe that instead of this Commission, ways that we might use or direct are attention, are the American Defense Education Act, which provides an opportunity for action to be incorporated at the State and local level, not just a commission to study it. I believe that we have to spend more time training the people who are currently in the classroom. The amount of studies that have been done on how children learn and what has happened in just the last 10 years is incredibly valuable information for a classroom teacher, and we need to spend more time and energy getting that to our current teachers.

The last thing I would mention is that as a teacher, I guess I am getting sensitive to all the criticism about the quantity and the quality of the people going into education, and I think it is high time that we look at why that is true. And one of the main reasons it is true is because of salaries. If we are unwilling to address that problem, it does us no good to look at teacher training, because we do not have the number and the quality of people we should have there.

Thank you very much for the opportunity to address you.

[The prepared statement of Mr. Van Rokel follows:]

TESTIMONY

OF

DENNIS VAN ROEKEL

PRESIDENT, ARIZONA EDUCATION ASSOCIATION

ON

TEACHER EDUCATION

PRESENTED TO THE

SUBCOMMITTEE ON EDUCATION, ARTS AND HUMANITIES

OF THE

COMMITTEE ON LABOR AND HUMAN RESOURCES

UNITED STATES SENATE

JUNE 7, 1984

Mr. Chairman and Members of the Subcommittee:

My name is Dennis Van Roekel. I am a high school mathematics teacher at the Paradise Valley High School in Phoenix, Arizona. I also am president of the 20,000 member Arizona Education Association (AEA), and a member of the 1.7 million member National Education Association.

As a sixteen-year veteran of teaching, and as an advocate for quality teacher preparation programs, I appreciate this opportunity to appear before you today to discuss the National Commission on Teacher Education Act (S.J. Res. 138). Before detailing my concerns with this resolution, however, I would like to review some of the activities my own state has taken in regard to teacher education.

As a teacher who has had a long personal as well as professional interest in the issue of teacher preparation, I'm pleased to be able to say to this distinguished Subcommittee that in Arizona, state and local officials -- working with teachers and other advocates for education -- are moving quickly to upgrade teacher education programs, as well as addressing other important factors in our quest for excellence in the classroom.

Strides Being Made in Arizona

Arizona Governor Bruce Babbitt created a Committee on Quality Education which, in turn, recommended formation of a task force for the study of undergraduate teacher programs. The work of that task force has now been completed. All three of our state-run univerities -- Northern Arizona University, Arizona State University, and the University of Arizona -- have begun to concentrate on improving the quality of teacher education programs and on attracting better candidates to the teaching profession.

In particular, Northern Arizona University has begun a Center for Excellence. One of their prime objectives in regard to teacher preparation is to increase the number of hours students of education spend in the classroom. In addition, increased emphasis has been placed on improving screening methods for those deciding to enter teaching so that we can begin to get more of the best and the brightest to enter -- and to remain in -- teaching.

Teaching Methods as Important as Content

Mr. Chairman, there is an often repeated concern that too much time in teacher education is spent on teaching method and not enough on subject content, thereby yielding us "content poor" teachers in the schools. In some instances, as is the case in the Arizona State Legislature right now, this concern is being used to introduce measures recommending that business people, scientists and others with "content" qualifications be allowed to come into the classroom as teachers -- without teacher certification requisites. I would like to register my opposition to these kinds of schemes.

Instruction in teaching methods cannot be denigrated with regard to their ultimate importance to the education process. For instance, in the past few years, the amount and quality of research on how children learn has increased dramatically. Having business leaders, scientists or parents in the classroom who know about the economy, physics, or homelife education, but little or nothing about the way to reach students may impart facts but little learning may take place.

I would suggest instead that another proposal on teacher certification currently being debated in Arizona be followed. That is to have certification based on a list of skills known to be needed for

effective classroom teaching rather than courses taken. With this as a guideline, we would know that a teacher would arrive in the classroom with a basic skill level intact as well as appropriate subject matter expertise.

National Commission on Teacher Education Act: A Partial Response

Mr. Chairman, The National Commission on Teacher Education Act has helped focus Congressional attention on the need for the upgrading of teacher education in this country. And its sponsors are to be commended for that.

I would temper this commendation, however, with the belief that at this stage, a federal-level Commission to study the problem is neither necessary nor appropriate. In addition to the fact that teacher preparation is an issue which must be most directly dealt with by the states, I must also point out that the essentials for better teacher preparation has been discussed and reviewed ad infinitum in the wake of this past year's spate of reports on educational reform. The needs have been identified, appropriate and meaningful courses of action outlined, and -- in many cases -- programs undertaken to address this important concern. Indeed, according to data from the Education Commission of the States, 48 states are working on programs today.

My colleagues within the NEA and I believe that teacher education is and must remain an issue of vital concern to today's practicing teachers. Two years ago we produced a report, "Excellence in Our Schools -- Teacher Education: An Action Plan" which I would like to submit for the record. The plan's "A Profile of Excellence for Teacher Education" is included as an appendix to my statement. In it we identify many of the factors which comprise the foundation for effective

teaching. Among these factors is the need for beginning teachers to be able to start their careers with a background of experiences -- as well as subject matter expertise -- allowing them to handle classroom situations comfortably. We believe that education students in college should have extensive opportunities to apply their acquired knowledge and skills to classroom practice.

Teachers Must Be Part of the Process

In addition, we believe that there is another key ingredient. This is one essential factor which has generally been missing from the decision-making process about teacher education, and which is also missing from the resolution to create the National Commission on Teacher Education: the expertise of the practicing teacher.

To us it is inconceivable that a National Commission on Teacher Education would not include a mandate for the inclusion of teachers. To pass a resolution without this mandate is only to follow in the unfortunate footsteps of many states where the agencies for approving programs and certificating teachers at the state level are composed largely of representatives of interest groups concerned with political, administrative, and community issues, not with the concerns of the experienced practitioner. To repeat this mistake at the federal level would be intolerable.

And, Mr. Chairman, while the amount of money set aside to establish the National Commission on Teacher Education is -- in terms of either the scope of the problem that must be addressed or the magnitude of the federal budget -- exceptionally small, it is money that could be better spent, I believe, if applied to the research on effective teacher

36-607 O - 84 - 8

education already being carried out at the National Institute for Education.

Pending Legislation Would Help with Teacher Preparation

If this Congress is truly interested in forging effective means to help our states and localities improve the quality of education and advance the quest for excellence in our schools, there are a number of important steps it can take. To begin with, it can recognize the importance of the three-tiered relationship in education (local, state, and federal) and assure that our national government provide sufficient leadership and resources to that partnership.

Second, it could -- and should -- move quickly to pass the Education for Economic Security Act (S. 1285) which is now pending before the Senate as well as the comprehensive American Defense Education Act (S. 553), which includes incentives for local school districts to enhance teacher training and retraining and for universities and colleges to work with local communities to better meet education and training needs for new and practicing teachers.

Third, the federal government can certainly assist in addressing the need to provide adequate professional development opportunities for practicing teachers. Everyday 2.8 million teachers face classrooms filled with 40 million students. We must invest resources to assist today's classroom teachers in continuous renewal of their professional skills. The NEA has proposed a program of Professional Development Resource Centers (H.R. 5585). These centers would be an important element in improving the quality of instruction and expanding the ability of educators to meet the changing needs of their students. They would provide classroom teachers year-round opportunities for personal

and professional development and enable them to seek collegial assistance in educational problem-solving. These centers -- which would be encouraged to avail themselves of a variety of resources including faculty specialists, business people, and the community at large -- would provide the necessary forum to allow teachers to enhance their intellectual and creative capabilities and in so doing increase their knowledge, experience, and skills. We would ask you to support legislation to establish and carry out this vital program.

Mr. Chairman, teaching must be made more attractive if the profession is to draw a greater number of highly capable recruits. Professional Development Resource Centers can use the skills of teachers for the improvement of education and provide an avenue to realize our society's avowed respect for teachers as professionals.

In closing, Mr. Chairman and Members of the Subcommittee, I would like to thank you for the opportunity to testify and for your interest in teacher education. In summary, we strongly support improved teacher education. However, we believe that S. J. Res. 138, the National Commission on Teacher Education Act, is an insufficient and inappropriate legislative remedy since it duplicates the activities of the states; fails to involve teachers in the process; and proposes the expenditure of scarce federal funds to define the parameters of a problem which are already well known. We believe the concern and resources should be directed to local and state efforts to solve problems through such vehicles as the American Defense Education Act, the Education for Economic Security Act, and the creation of Professional Resource Development Centers.

Thank you.

A PROFILE OF EXCELLENCE FOR TEACHER EDUCATION

The National Education Association is committed to the following essentials for preservice teacher education:

- Requirements for entry to college of education programs should be rigorous yet flexible enough to allow admittance to those who demonstrate potential for effective practice. Admission to any program should be based on multiple considerations such as recommendations of faculty (liberal arts and education), grade point average, personal interviews, and recommendations of persons in related fields.

- All teacher education programs should have three integrated components: liberal arts, at least one subject or teaching level specialty, and a professional curriculum. Both the professional curriculum and the teaching specialty must be derived from what it is practicing teachers say must be know and actually done in order to be effective in the classroom. The professional components should focus on classroom practice. Field-based experiences related to all components should be provided throughout the preservice program.

- Education students should be evaluated throughout their program, with multiple techniques. Recommended measures include observations, oral and written exams, videotapes, and products from projects. Only students who have demonstrated

that they can effectively begin practice should be graduated from teacher education programs. Others should be counseled into more appropriate career study.

- Teacher education programs must be approved by the state based on standards which ensure that teachers can be effective when they begin teaching. The standards must specify that education students are provided opportunities throughout the program to apply the learnings and skills in field-based experiences.

- An autonomous, legally established agency, governed by a majority of practicing teachers, must be established in each state to approve teacher preparation programs, using the standards called for in this document, and to initially certificate practitioners.

Senator STAFFORD. Thank you, Mr. Van Rokel. We appreciate your appearance here and that of Mrs. Collins.

I have no questions, which is not to indicate a lack of interest, but I want to yield the time to Senator Zorinsky.

Senator ZORINSKY. I have no questions.

Senator STAFFORD. All right. Since most members of the committee are unable to be here this morning, and some may have questions they have not had the opportunity to present due to other commitments, would you object to answering questions from them in writing if they should be submitted to you in that way? Would that be agreeable?

Mrs. COLLINS. Surely.

Mr. VAN ROKEL. Certainly.

Senator STAFFORD. Might I ask Mrs. Collins if you use the phonics system of teaching in your school?

Mrs. COLLINS. Yes, of course; 3- and 4-year-olds must be reading at a first grade reading level by Christmas, and this is done with intensive phonics.

When we say "phonics," we do not mean to throw in just a bit, a sprinkling of phonics, here and there. There is a difference between real phonics and just saying we are teaching phonetics, and this does mean that a teacher has to be at the blackboard, interacting with students. And again, it means that we cannot pass out the cutesy mimeograph sheets and the gimmicks.

Senator STAFFORD. All right. Thank you both very much indeed. We appreciate your appearance.

The last panel this morning will consist of Mrs. Jacqueline Lawrence, who is a parent from Chevy Chase, MD; Mrs. Judy Zabel, a parent from Western, NE, and Prof. Jacob Epstein, who is professor emeritus and visiting professor of education at Towson State University, Towson, MD.

So if you are prepared to take the witness table, we will go in the order of calling your names, which means, Mrs. Lawrence, that you will be first. I remind you once again that we are operating on a 5-minute basis, and that your full statements, when furnished, will be incorporated in the record as if read.

So, Mrs. Lawrence, please proceed.

STATEMENT OF JACQUELINE LAWRENCE, PARENT, CHEVY CHASE, MD; JUDY ZABEL, PARENT, WESTERN, NE, AND DR. JACOB EPSTEIN, PROFESSOR EMERITUS AND VISITING PROFESSOR OF EDUCATION, TOWSON STATE UNIVERSITY, TOWSON, MD

Mrs. LAWRENCE. I appreciate the opportunity to testify before this subcommittee.

Let me say at the outset that I am in favor of the proposed commission. My remarks will be directed essentially to the topics of teaching methods and classroom activities which are a direct reflection of teacher training.

Prior to the 1960's, American public schools placed major emphasis on the intellectual development of our children, on their mastery of basic skills such as reading, writing, and math. Competency in physics, biology, chemistry, and chronological factual history

was required. Cognitive learning and scholarly objectivity were stressed as the basic approach to education at all levels. As a result, our Nation produced a large, well-educated middle class—our greatest strength.

Since the 1960's, academic standards have declined. Why?

Quite simply, schools have not placed emphasis on academic achievement. There has instead been a shift toward psychological development and social adjustment of students in the affective domain, that is, their feelings, their attitudes, beliefs, and opinions.

Since 1965, billions of Federal dollars have been allocated to educational theorists and curriculum developers to alter the course of public education. The blueprint for the process of educational reform may be found in a series of Federal guides known as "Pacesetters in Innovation." From this have come a nationwide network of ERIC clearinghouses and the National Diffusion Network for the distribution of federally funded classroom materials.

With the new programs came a retraining of teachers. The Office of Education began financing model teacher education programs to introduce to the classroom methods employed by the behavioral scientist, the sociometrist, and the psychiatrist. Such methods are the most coercive and manipulative techniques known to man today. They were originally developed and used for treating the mentally disturbed in mental institutions and the criminally insane in prisons. The techniques are role playing, psychodrama, sociodrama, simulation games, guided fantasy, diary keeping, situation attitude scale tests, encounter groups, magic circle, and behavior modification such as isolation, time-out boxes and coffins, as well as operant conditioning. These are techniques to influence by clinical, hospital procedures the thinking processes of children in a compulsory classroom setting.

In addition, a small cadre of change agents have been trained with Federal funds. Even if we assume for the sake of argument that change agents are gifted with infinite knowledge and wisdom, their methods are in conflict with the political principles of democracy. Their changes in curriculum, and methods and goals of education have not come as a result of democratic discussion and decision.

Education is now termed psychosocial, psychomedical, humanistic, affective, and/or diagnostic and prescriptive. Dr. Benjamin Bloom, a Federal consultant, explains that what educators are classifying is the intended behavior of students or, as he puts it, "the ways in which individuals are to act, to think and feel as a result of participating in some unit of instruction."

In order to bring about the desired attitudinal changes in students, teachers must first know where a child is in his or her attitudes and opinions. Classroom tactics are used to make a child reveal himself to his teacher and peers.

In our approach to history, previously, nationalism was a traditional theme. Students learned America had a superior culture, technology, and political system. However, in the new education this ethnocentrism is under attack, and regarded as a narrow perception. In public schools, the concept of a world citizen in a world community and a global perspective is generally introduced and promoted before the student has studied his own constitutional

form of government and national history. He is fair game for propagandizing and indoctrination.

Many families have abandoned the public school system and have built a network of private, religious, and lay schools across this Nation. Some believed parents were running away from sex education. Some believed parents were running away from busing. Perhaps a few were.

I have found that parents refuse to keep their children in schools where they are manipulated and changed by psychotherapy.

Thank you.

[The prepared statement of Mrs. Lawrence, with attachment, follows:]

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Statement by Jacqueline Lawrence
before the
Subcommittee on Education, Arts and Humanities
of the
Senate Committee on Labor and Human Resources
Hearing on
S.J. Resolution 138, a bill establishing a
Commission on Teacher Education

. . . . . .

Dirksen Senate Office Building
Rm. SD - 430
June 7, 1984 - 10:00 A.M.

. . . . . .

My name is Jacqueline Lawrence. I am a parent from Montgomery County, Maryland.

I appreciate the opportunity to testify before this subcommittee on S.J. Resolution 138 to establish a commission on teacher education. Let me say at the outset that I am in favor of such a commission, which could provide a most constructive analysis of the problems and needs of education in America. My remarks this morning will be directed essentially to the topics of teaching methods and classroom activities, which are of course a direct reflection of teacher training and educational materials used.

Prior to the 1960s, American public schools placed major emphasis on the intellectual development of our children, on their mastery of basic skills such as reading, writing and mathematics.

Competency in physics, biology, chemistry, and chronological factual history was required. Cognitive learning and scholarly objectivity were stressed as the basic approach to education at all levels. As a result, our nation produced a large, well-educated middle class -- our greatest strength.

It is public knowledge that since the 1960s academic standards have declined. Why? Quite simply, over the past 20 years our schools have not placed emphasis on academic achievement. There has instead been a shift toward psychological development and social adjustment of students in the affective domain, that is, their feelings, attitudes, and opinions.

The shift began in 1965 with the passage of the Elementary and Secondary Education Act (ESEA), legislation which was well-intentioned but which in fact has set back the cause of education. Since 1965, billions of federal dollars have been allocated to educational theorists and curriculum developers to alter the course of public education. The blueprint for the process of educational reform may be found in a series of guides known as Pacesetters In Innovation, published beginning in 1966 by the Department of Health, Education and Welfare. From this have come a nationwide information network of ERIC clearinghouses (Educational Resource Information Centers) and the National Diffusion Network of laboratories for the dissemination of federally-funded classroom materials and curriculum.

With the new programs came a retraining of the teachers. A prime example: in 1969 the Office of Education began financing model teacher education programs known as the Behavior Science Teacher Education Program (BSTEP - OE 5803) to introduce to the classroom methods employed by the behavioral scientist, the

sociometrist, and the psychiatrist.

Such methods are the most coercive and manipulative techniques known to man today. They were originally developed and used for treating the mentally disturbed in mental institutions and the criminally insane in prisons. The techniques are role-playing, psycho-drama, socio-drama, simulation games, guided fantasy, diary keeping, situation attitude scale tests, encounter groups, magic circle, and behavior modification such as isolation, time-out boxes and coffins as well as operant conditioning. These are techniques to influence by clinical, hospital procedures the thinking processes of children in a compulsory classroom setting.

In addition to training teachers, a special cadre of sensitive manipulators, known as change agents, were trained to facilitate the process of change and to identify forces which resisted change.[1]

The change agent serves as a catalyst for teacher and citizen awareness and attempts to gain support for educational change.[2]

Dr. John Goodlad's Report To The President's Commission On School Finance, Issue #9, "Strategies for Change," dated October 1971, explains that the change agent is the decision-maker. He decides which changes a school will make. The report states that five to 15 percent of the people in a given community are open to change. They are the Early Majority and can be counted on to be supportive. A second group, 60 to 90 percent, are the Resisters; they need special attention and careful strategies. Also there are Leaders, formal and informal, and their support is critical for effecting change.

In a diagram from the report reproduced below, you will note that the change agent creates the Early Majority and influences the

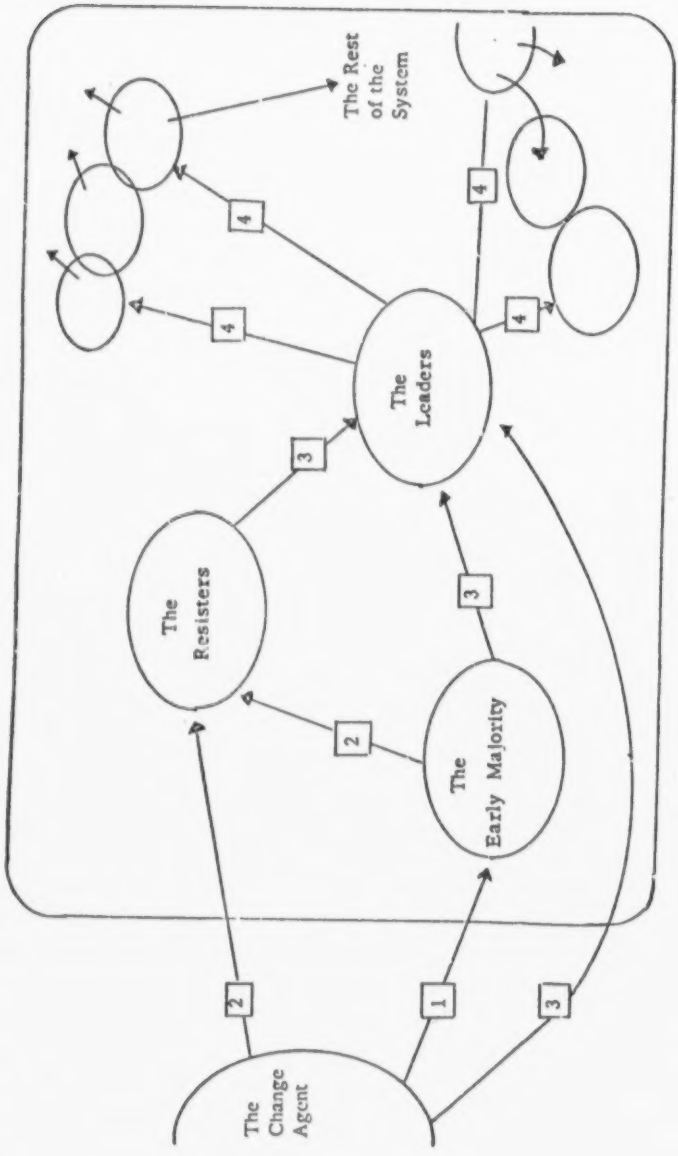


FIG. 4. Strategies Within A Social Interaction Perspective -- People

Leaders, and then gets both of these groups to act in concert with him to level a triple attack on the Resisters.

Goodlad's report to the President expressed concern about the willingness of the people to change: "People cannot be forced to change until they are psychologically ready."

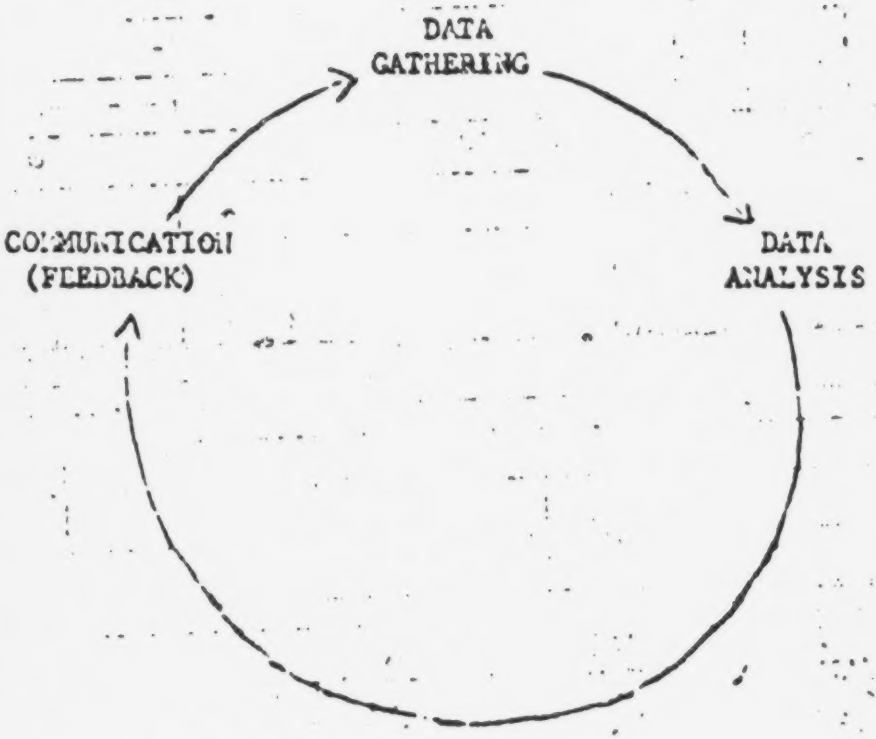
To make people psychologically ready for change, U.S. Government grants have, in fact, been given to universities for the training of change agents. In a 1973 HEW grant, $5.9 million was awarded to 21 institutions to train 500 educational personnel to become leaders of educational change and improvements. For further information about change agent training, I provide below (pages 6 through 14) a teachers' guide entitled On Being an Effective Change Agent by Joyce Badanes and Linda Foley. The guide is for teachers training at the University of Maryland.

I draw special attention to the following materials listed in the Change Agent Bibliography under ERIC: ED 056 345 - Humanism: The Counselor's Role as a Change Agent by Budzik and Anderson; ED 154 513 - Emotional Arousal and Attitude Change During Simulation Games; ED 055 456 - Persuasion: The Theory and Practice of Manipulative Communication; and ED 054 604 - A Guide to Innovation In Education by R.G. Havelock.

Even if we assume for the sake of argument that change agents are gifted with infinite knowledge and wisdom, their methods are in conflict with the political principles of democracy. Their changes in curriculum and methods and goals of education have not come as a result of democratic discussion and decision.

In this vein, it is interesting to note that the Maryland State Teachers Association has lobbied against proposed state

ON BEING AN EFFECTIVE CHANGE AGENT



Joyce Badanes
Linda Foley

Basic Concepts are:

1. Communication lines are kept open through Immediacy of Feedback.

2. Data gathering is best done when you ask yourself the right questions.

3. Data analysis is a thorough, objective continuous process.

4. Effecting change means engaging in an on-going process of Data Gathering and Data Analysis while keeping communication lines open and feedback as relevant and immediate as possible.

* Suggested questions are by no means exhaustive.

ON BEING AN EFFECTIVE CHANGE AGENT

I. Ability to Ask the Right Questions is Key Skill

A. Study System Theory (See attached bibliography)
1. As it applies to the Community
2. As it applies to the School in general
3. As it applies to the School's attitudinal set

II. Analyzing the Collected Data

A. An On-Going Process

B. Evaluate ALL data

C. Collect data from all available sources

D. Study data in terms of : (See attached)
1. Your goals as CRT
2. Assessed Need of School
3. Compatiability of Goals
4. Modification of goals from Feedback
5. Methods to meet Needs

III. Preperation for Implementation

A. Build a Mini-Support System
1. Identify members of the faculty who are most amenable to change and gain their support

B. Speak a language that can be Understood
1. List your skills and strengths
2. Write out what you are prepared to do , what services you can offer, etc. in terms that will be understood
3. Distribute and discuss listings

IV. Implementation of Program In-Process

A. Set up Goals
1. Short Range
a. awareness
2. Long Range
a. Workshops for teacher training
1. Plan and follow through
a. Needs assessments
b. Workshop
c. Evaluation
d. Re-plan

CRT GOALS	SCHOOL'S ASSESSED NEEDS	COMPATIBILITY OF GOALS	MODIFICATION OF GOALS	METHODS TO MEET GOALS
1. Service				
Who are the teachers receptive to service? Who are the children in need of service? What kind of service do they need? What kinds of service am I prepared to offer? Do I have the proper tools for diagnosis and remediation? Where do I get additional tools? What are the services already available? What additional information and skills do I need to help the kids in this school? What community resources are available? How do school and community services define their roles? How will I encourage use of my services?	How many children are now receiving a specialist's help? Who are they and who is their teacher? How many more children are in need of service? Is there an organized on-going attempt to identify, analyze and help problematic children? Are many children found sitting in the halls? What methods of punishment (control) are used by the teachers? Principal? How does the principal define his role? What are the needs of the school as assessed by the principal? What happens when kids are sent to the principal for discipline? How many kids have been expelled? For what reason and how long? How does the principal handle observed inappropriate behavior?	How many teachers accept help? Feel threatened? Ask for more help than necessary? Am I physically, emotionally and skillfully ready to meet the assessed needs? Which needs are most pressing? Can be met best by another service? Need immediate attention? Can best be met through long-range plans? How can I make myself available to those who need service? Are the available services adequate to meet the needs? How do the roles as defined by the available services compare with my goals? What additional services are available in the larger community? Are teachers "ready" for centers? Are they receptive to the idea?	In the light of all available data, what adjustments need to be made in my goals? Short range? Long range? How flexible are teachers? What is the most efficient way to give the needed service? Immediate help? Long Range Plans? What community resources can be counted on for help? Do parents need to become more involved? How can we best use parent and teacher strengths to meet new goals? What limitations are there in: available resources? physical plant? community involvement? parent participation attitudinal set of school? community? programs already in progress	To what methods of instruction will teachers be most receptive? How can I schedule to best meet the modified goals? How can I set up to meet the assessed needs? What help can available services render? Who are the parents willing to help? What kinds of help do parents offer? What help do parents need in the way of instruction or guidance? Which children can be counted on to tutor? What diagnostic tools do I need? How do teachers feel about Behavior Modification? Individualized instruction? Class meetings? Team Teaching? Listening Centers and other AV equipment? Care of materials Curriculum Guides Manipulative materials? Programmed material

36-607 O - 84 - 9

CRT GOALS	SCHOOL'S ASSESSED NEEDS	COMPATIBILITY OF GOALS	MODIFICATION OF GOALS	METHODS TO MEET GOALS
Service (continued) On what basis will I screen or limit my services? What kinds of service do teachers say they need? What services do I feel most comfortable giving?	What behavior is seen as inappropriate? To what extent do teachers individualize instruction? What evidence is there of learning center approaches? Cross-grade grouping? Pupil-pupil learning? Parent tutors? How do most of the children feel about this school? the teacher? the principal? Do students have opportunities to learn democratic skills and values? What ingroup problems are evident in the behavior of the children?	Which teachers already use centers? How receptive is the principal to suggestions by teachers? kids? CRT? parents? supervisers? What are the organizations within the school that allow for kid input? What happens to that input? Will I need to concentrate on Attitudinal set? Individualizing instruction? Changing Behavior? Diagnosing & prescribing		

CRT GOALS	SCHOOL'S ASSESSED NEEDS	COMPATIBILITY OF GOALS	MODIFICATION OF GOALS	METHODS TO MEET NEEDS
2. Change What kind of support systems are there? Where do teachers get their goodies? What are the in house activities? Are they imposed from outside? by the principal? group decision? What is the decision making process? From where does the input come? From where is it gotten? Who gives it? How is it received? Who are the teacher leaders? Are staff members humanistic or instruments of the organization? How comfortable are they? How do their personal and organizational identities compare? What is their self-concept assessment? Is there a larger than normal turnover of experienced teachers?	Do teachers feel free to discuss problems and find solutions independent of the principal's approval? Are teachers involved in community activities and/or assessments? Are teachers imposed upon by rigid schedules and performance indexes? Is there a comfortable relationship between the principal and his staff and between the school and the community? What outside interests do teachers have? Would encouraging participation in outside activities improve relations? How are teachers evaluated? How are teachers hired? How does the staff handle problems? Does the school have a history of change or rigidity?	What is the distance between my philosophy and that of the staff? the principal? How realistic is it to stick to my stated goals? Which problems can best be solved immediately? Which ones will require a long range plan? What skills do I have to offer in meeting or changing the needs of the staff? Which teachers are most cooperative and amenable to change? Which school policies are compatible to my goals? Which school policies are contrary to the goals of the CRT model? Which of my goals will be most compatible with this school? What needs to be done in the way of changing teacher attitudes?	What modifications do I need to make in light of available data? What are realistic short range goals? What are realistic long term goals? How might the needs and goals be restated or redefined to more accurately reflect real needs? How might the CRT model be modified to better meet the needs and goals of the school? How may the goals be restated to include the school priorities or to modify the school priorities? Whose needs are being met? The children's? teacher's? principal's? custodian's? secretarys'?	Where is there support for the CRT model and my modified goals? Which of the already available services can I include and count on in both short range and long range goals? What kind of support can I expect from parents? How can parent involvement be increased? What is my assessment of PTA strength? How much money is available to the school for additional supplies and equipment needed to implement a program? What are the skills or strengths I have? What skills or strengths do staff members have that may be encouraged or used?

CRT Goals	SCHOOL'S ASSESSED Needs	COMPATIBILITY OF GOALS	MODIFICATION OF GOALS	METHODS TO MEET NEEDS
2, Change(con't,)				
Are different racial and religious groups represented on the faculty?	Is it more modern in concept than traditional?	How do teacher and principal differ? How do they compare to and contrast with the CRT model?		
Are there signs of friction among faculty members?	Is there a gap between stated policy and reality?			
Do faculty members regularly discuss school problems?		Are my needs and the school's needs compatible?		
What is the history of change in the school?		Are the needs of the children in conflict with the needs of the staff?		
To what extent has the faculty supported innovations?				
resisted innovations?				
resisted innovations?				
What is the greatest concern of teachers?				

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ED 054 054 How to Implement Change: A Position Paper
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ED 055 456 Persuasion: The Theory & Practice of Manipulative Communication
ED 056 257 Preparing Knowledge Linking Change Agents in Education: A Materials and Training Development Project
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@ Best Sources

* ERIC files may be found in the following places:

1 Dupont Circle, George Washington Univ. Library (Abstracts only)
Arlington County Teachers Library and Council for Exceptional Children

legislation for parental access to classroom materials because teachers "would be ineffective as change agents." [3]

Also, the National Education Association opposes Department of Education draft regulations mandating that all instructional material be made available for parental inspection. The NEA feels this would "open the floodgates for classroom meddling." [4]

Several years ago, a University of Maryland Cultural Study Center measured students' racial attitudes with a Situational Attitude Scale (SAS), and through a number of progressive stages, change agents were able to change student attitudes "without their being aware of it." [5] Change agents could, of course, use the same techniques to effect changes in religious and political attitudes and convictions. Who determines and how is it determined what the correct attitudes should be in these areas?

I insert here an example of a Situational Attitudinal Scale concerning attitudes toward Jewish people taken from the book Social Interaction: Shaping Each Other's Lives by Michele Toomey.

Social psychology
Social Interaction: Shaping Each Other's Lives.

Publishers: Harcourt Brace Jovanovich
Author: Michele Toomey
Copyright: 1975
Grades 10 through 12

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Page 91 QUESTIONAIRE

This is an investigation of general public opinion concerning Jewish people. The following are statements with which some people agree and others disagree. Please use the following scale to indicate the amount of your agreement or disagreement with each statement.:

+1 slight agreement
+2 moderate support, agreement
+3 strong support, agreement
-1 slight opposition, disagreement
-2 moderate opposition, disagreement
-3 strong opposition, disagreement

STATEMENTS

_____1. Anyone who employs many people should be careful not to hire a large percentage of Jews.

_____2. One trouble with Jewish businesspeople is that they stick together and connive, so that a gentile doesn't have a fair chance in competition.

_____3. The Jewish districts in most cities are results of the clannishness and stick-togetherness of Jews.

_____4. Persecution of the Jews would be largely eliminated if the Jews would really make sincere efforts to rid themselves of their harmful and offensive faults.

_____5. Jewish leaders should encourage Jews to be more inconspicuous, to keep out of professions and activities already overcrowded with Jews and to keep out of the public notice.

_____6. I can hardly imagine myself marrying a Jew.

_____7. The trouble with letting Jews into a nice neighborhood is that they gradually give it a typical Jewish atmosphere.

_____8. No matter how Americanized a Jew may seem to be, there is always something different and strange, something basically Jewish underneath.

_____9. There may be a few exceptions, but, in general, Jews are pretty much alike.

_____10. There are too many Jews in the various federal agencies and bureaus in Washington, and they have too much control over our national policies.

Page: 92 High scores are intended to indicate increasing anti-Semitism.

Page: 93 "But irrational behavior toward Jews is not limited to followers of Hitler and Nazism. Everyday conversations in this country often are anti-Semitic, referring to Jews as unprincipled, clannish, or power-hungry. Have you ever heard such references:?

Another step in the process of reform is that education moved from being "sterilized" to "interdisciplinary." English is not necessarily taught exclusively in English classes; nor is mathematics only found in a math class. A unit from one course of study may be infused or integrated into any other course of study. A curriculum may be used as an overlay, infused or interspersed throughout all courses of study, from grades kindergarten through twelve.[6]

Moreover, education is now termed psycho-social, psycho-medical, humanistic, affective and/or diagnostic and prescriptive. Educators diagnose the child's emotional, intellectual, perceptual and conceptual developmental levels. Dr. Benjamin Bloom explains that what educators are classifying is the intended behavior of students, or as he puts it, "the ways in which individuals are to act, think or feel as a result of participating in some unit of instruction." [7]

In order to bring about desired attitudinal changes in students, teachers must first know where a child is in his or her attitudes and opinions. Various tactics and techniques are used in classrooms to make a child reveal himself to his teacher and peers. The examples I use below are nationally used and have received federal funding:

-- Magic circle, talk-in, contact or group discussions:

> The teacher gathers the children into a circle where they are encouraged to discuss personal feelings about one another, their parents, and homelife. Family size, advantages, disadvantages, comparison of toys, vacations, and clothing may be discussed. Family conflicts, worries and fears are often revealed.

-- Inside-Out:

A nationally-used elementary social studies program encourages students to discuss their feelings before, during and after their parents' divorce; their personal reactions to the death of a friend, pet or relative; what your friends think of you; what adults think of you and what you think of yourself.

-- Logbooks:

These are workbooks used in conjunction with many language arts textbooks. They are vehicles for children to reveal their reactions to short stories, often dealing with emotions and moral dilemmas. There are no right answers, only personal responses. Sometimes the logbooks guide the child into a response. For instance:

> "Even if your family is a happy one, you're bound to feel sad...or even lonely. When might a person be lonely even if he is part of a family? Loneliness is listening to your parents arguing. Loneliness is when you come home and there's no one there. Loneliness is ..." [8]

Perhaps the most frequently used strategies for self-revelation are the diary and role-playing. These techniques were introduced into American public schools by an Estonian teacher, Hilda Taba, and a Roumanian psychiatrist, Jacob Moreno.[9]

The U.S. Office of Education gave grants to Taba to develop an elementary social studies program to improve the social adjustment and personality development of children. She had worked in reform schools and mental institutions with Moreno and found that role-playing and diaries were successful tools to learn where a child stood in his beliefs, attitudes and social interactions.

The diary has been used for many years in Russia and China for self-revelation, self-evaluation and self-criticism. More recently the personal diary was found in Guyana throughout the Jim Jones compound.

Montgomery County, Maryland, requires its students to keep a diary from kindergarten through grade nine.[10] Diaries are an

important psychological instrument. They provide a precise record and personality profile of the child, his family members, neighbors and peers -- information needed by the teacher or therapist to alter a student's behavior or attitude. It is important that the writing be free-style and spontaneous, coming directly from the emotional feeling area of the child. Diaries are not corrected for form, grammar or spelling.

A brother and sister I know went to a new school recently. The first hour of their first day, each was given a note-book and instructed to write about home and family. This was their diary and they were to write in it everyday. One child wrote about his new home, his garden and his room. The other wrote about the fireplace, the birds and the creek at the end of the yard. On the second day, the teacher returned their diaries and asked the children to write about how they felt about members of their family, who else lived with them, and what made them happy, sad and angry. They did not comply, and the mother removed them from the school.

In a federally-funded Home Economics curriculum guide, students are asked to keep a diary entitled, "The major source of conflict in my family is..." [11] A student I know dropped the course when she was given the assignment, which also included a graph of her emotions. She had selected the course to learn how to sew; it was listed as an elective sewing course in the catalog. During summer vacation, the student's parents paid for private sewing lessons in a Singer Sewing Center.

Why was this assignment given in a sewing class? The teacher explained that the federal government had appropriated vocational

funds to develop a unit for Human Development in the Family, and the Maryland State Department of Education had decided to put the new material in all home economics classes as an overlay. It is interesting to note that when the curriculum guide was presented to home economics teachers during a state workshop, the teachers voted against its adoption. They felt the material would take too much time away from cooking and sewing. Nevertheless, the appointed State Board approved the guide for classroom use throughout Maryland.

Another interesting example of interdisciplinary education occurred in a gourmet cooking class in Maryland, when students were served up a tray of contraceptive devices by a guest speaker.

In a tenth grade English class, students were asked to keep a week-end diary on family conflicts and disagreements. The diary was to be discussed in class. One student refused to keep the diary and said she had come to the English class to learn grammar and literature. Several other students stood up in agreement and then all tore up their diaries.

A teacher manual for values education suggests 15 kinds of diaries for use in the classroom; some examples are a budget diary, religion diary, hostility and anger diary, low points diary, affectionate and tender feelings diary, and a time diary.[12]

Social studies are designed to help students develop constructive attitudes about people and places around the world. Previously, nationalism was a traditional theme throughout curriculum efforts. Students learned America had a superior culture, technology and political system. However, in the new education this ethnocentrism is under attack and regarded as a narrow perception.

Generally in public schools the concept of a world community is introduced and promoted before the student has studied his own constitutional form of government and national history. The student has no base of knowledge and information. Consequently, he readily accepts concepts as presented. This one-sided control of information reduces education to propagandizing and indoctrination.

In a National Endowment for the Humanities program, Global Perspectives: A Humanistic Influence on the Curriculum, we find in the handbook, "World Views through the Arts," an example of a K-12 curriculum for social studies. It is not until grade eleven that the student is introduced to U.S. history. At grade twelve under Civics I, the student develops an understanding of the practice and theory of government, beginning with the school setting, and moving through local, state and national levels. Other similar federally-funded programs are listed in reference No. 13.

Many teachers believe that conceptualized social studies are a "hodge-podge," that students have "islands of knowledge that are unrelated." Over 400 social studies teachers in Maryland protested to their superintendent and school board against conceptualized social studies that they claimed had "no continuity or perspective." [14]

In the psycho-social approach to education, the child is taught concepts through the use of psychotherapy. For example, to better understand the social problem of prejudice and to teach children through experiential learning, blond children in a fifth grade (age 10) were asked to sit in the back of the room for one

week, totally isolated, not permitted to participate in classwork. For a one-and-a-half-hour period each day, brown-haired students were instructed to pick on, insult, make fun of or taunt the blonds.[15] Needless to say, taunting spilled over onto the playground with some of the blonds being told, "You can't play with us." At the end of the week, blonds were given candy bars as a reward for their suffering, but the browns, who in bullying were obeying teacher's instructions, were given nothing. How does a child react to being punished or deprived for carrying out his assignment? How much learning went on in that classroom for five days? Some children enjoyed taunting and bullying. Was the week spent on such "experiential learning" quality time? What about the seven and one-half hours spent in taunting? Would this time have been better spent on academic learning?

Another example of experiential learning used at several grade levels is the non-verbal or blind-fold walk.[16] The tactic is used to build trust in a chosen leader. Students elect a classmate to be "leader." All other students are blind-folded. The leader guides them through the school building, upstairs, through classrooms and outside onto playing fields. If the leader is well-chosen, the walk will be a success; if not, there may be bumping, rushing, falling or tripping. The walk usually takes one class period with a follow-up discussion in another period. The walk has been taken at the high school level in English, home economics, sociology and psychology classes.

At the elementary level, the blind walk can be more difficult. One teacher asked the students to put on the blind-fold. They were fearful and many refused. Not one would walk with the blind-fold. The teacher worked on it with the children for 13 days.

Some days they lay on the grass outdoors and put on the blind-fold. Some days they sat in a circle with the blind-fold. Finally, on the 13th day, they took a "meaningful walk."

Should students really have blind trust in a leader? Even the blind rely as little as possible on a leader. Teaching children to put blind trust in a leader is risky business. Because of the numerous incidents of child molestations and kidnappings, police and child advocates nationwide are currently urging children to be cautious not only of strangers but of their relatives as well.

Social studies courses often include role-playing, simulation games and socio-dramas. The educational socio-drama is defined by Jacob Moreno (reference No. 9) as a "group process by which we seek to modify existing behavior...It is concerned with teaching a general principle or concept which will indirectly change behavior. In the training of teachers it is necessary that the students become aware of certain concepts in the psychology of learning in order to develop the concept that learning results best from participation in the exhaustive discussion of a few ideas rather than our listening to an elaborate lecture on many ideas." Moreno explains that the educational socio-drama "is highly directed, purposely biased, pre-arranged and carefully calculated to arouse hostility or bias." He suggests that the "socio-drama can be used for the indoctrination of any set of values -- religious, political or societal...to arouse the audience to a collective self-expression or social change." Teachers may receive training in the use of the socio-drama as well as the psycho-drama and role-playing at the Moreno Institute in Beacon, New York.

How is the socio-drama used in the classroom? Let me cite the

case of a public elementary school in Montgomery County that receives Title I funds to help its disadvantaged students resocialize. There were problems in the social interaction between disadvantaged students and the rest of the school body. One barrier was language usage. Some disadvantaged children used harsh, street language and were unacceptable to those who did not use such language. A drama group was invited to the school to perform a socio-drama for grades two through six. The group put on a skit during which a stranger came to town to announce that "God is dead." Immediately, all the actors on the stage began using obscene gestures, doing obscene things, and saying obscene words. When the play was over, the students went to recess and mimicked the actors' actions and words.

The socio-drama in question had inculcated the idea that using obscene language and gestures was acceptable. Students had seen the gestures used on the stage in their own school. Their teachers were there. They did not stop the performance. Moreover, they did not even criticize the drama. Language was no longer a social barrier, and the group had become more cohesive. The children could then be obscene together. In the Moreno sense, the audience was aroused to "a collective self-expression or social change."

Educators use the even more volatile psychodrama for attitudinal change. One example is for the concept that we must prune away defective persons in order to improve the quality of life for the remainder of the group. This drama involves murder. Many variations are found. I first came across this psycho-drama theme in a federally-funded home economics curriculum guide

(reference No. 11), containing the exercise, "Whom Will You Choose?" It goes as follows: 11 people are in a bomb shelter with provisions sufficient to last 11 persons two weeks or six persons a month. The group is told that five persons must be killed. They are instructed to accept the situation as fact, that is, to concern themselves with life/death choices, not with attacking the logic or probability of the situation. A profile is given of each person in the shelter. Problem people, such as the athlete who eats too much, the religious type with "hang-ups," the pregnant or ill are generally killed. Survivors tend to be those trained in medicine, engineers, and pacifiers. (See also reference No. 17.)

It can readily be seen that once a student has acted out the murders, he has resolved the dilemma and by his action agreed to the concept of murder. From this point on, it will not be difficult for him to accept and justify murder in any number of situations. The student will no longer hold the same commitment to his previously held conviction that murder is illegal and unjustifiable. One student I know played out the life/death exercise in five different classes on one school term -- in mathematics, geography, English, biology and social studies.

The life/death exercises have shocked students. Many have refused to participate, while others have broken down emotionally and even fled the classroom. Such survival exercises have been written into federally-funded programs since 1971. Why have educators held onto this strategy with such tenacity for so many years? Will it prepare the child's eventual acceptance of the concept found in totalitarian societies that in order to have a planned, productive society we must prune away the defectives?

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Developing the correct attitude toward death is an important task to be accomplished in the classrooms of today. Generally this begins at the second grade, age seven. An afternoon is spent in a group discussion. Each child explains his feelings about his experience with death of a friend, pet or relative.

At the fifth or sixth grade, ages 10 and 11, students visit the cemetery, lie down on the graves, visit crematoriums and write their own obituaries and epitaphs. They discuss the use of land for dead bodies. Since we are into interdisciplinary education, these exercises may be special field trips in social studies, outdoor education or language arts classes.

Another example of death and dying exercises may be:

> Your grandmother has a terminal disease. She lives in your house. You must be quiet. Your mother must be up at night to care for grandmother. Your father must spend lots of money for her medicine. Grandmother could live for many months. The doctor suggests that he could let grandmother die now. The family must make the decision.

This exercise is played by children in fifth grade, age ten.

In Maryland music classes, children spend afternoons learning six verses of the song, "Suicide is Painless." After each verse they sing the chorus:

> "Suicide is painless,
> it brings on many changes,
> and I can take or leave it
> if I please.
> And you can do the same thing
> if you please."

I wonder what the Federal Center for Disease Control in Georgia would think of this attitude toward suicide for elementary school children, age 9? The Center is studying causes of the current high rate of juvenile suicide.

Role-playing is a much-used tool in the new education. It serves a dual purpose. When children portray roles and react to the action of others, in a contrived situation, they reveal much about themselves. Role-playing also increases the acceptability of a previously unacceptable situation. Some examples of role-playing used in Maryland schools are:

> Role-play being drunk and coming home to find your parents sitting in the living room with friends. How would you get past them without their knowing? (7th grade English class)
>
> Role-play coming home at 4:00 a.m. when you were supposed to be home at midnight. How would your parents react? (10th grade biology class)
>
> Role-play your mother finding marijuana in your bedroom. (8th grade English class)

These examples illustrate the interdisciplinary education strategy.

As stated earlier, educators are classifying the intended behavior of students, the ways individuals are to act. Curriculum materials suggest that students revise or refine their ideas as a result of group discussions, to conform to the standards set by the group. Sometimes students use a scale designed to help them make an analysis of their behavior in groups. Traditional American ideals of self-reliance, independence, individual integrity and autonomy seem to be replaced by conformity, to go along, to co-operate and to compromise.

In many schools, children's desks or tables are no longer in rows separated from one another. Desks are in groups of four or six facing each other. Groups work together on their math papers, spelling words, etc. The bright child often gives the answers to the slower ones. Group effort and co-operation are encouraged. A simple illustration: a class was to bake a loaf of bread. Only

the teacher had the recipe. She gave each child a step to perform in the process for mixing and baking the bread. Only one loaf was baked but everyone helped. Each child did not know the recipe and could not bake his own bread; he had to rely on the group effort.

At the high school level, students are often assigned research projects, science experiments, etc., to be accomplished by a team of four or six. Some students might gather data, some may write while other may do nothing. All students receive the same grade. It is the responsibility of the group to get the maximum effort out of each member or carry him along. This is a very controversial assignment, especially for the well-motivated student.

How can college students be accused of cheating when co-operation and sharing have been the pattern throughout their learning years? Why should we be surprised that Naval and Air Force Academy students are cheating on exams when students are being trained not only to help each other with answers but sign research papers and be graded for something they do not do?

In the psycho-social, psycho-medical approach to education, the physically-handicapped and mentally-retarded have been mainstreamed into the classroom. As a result, teachers find it necessary to use various behavior modification techniques to control the sometimes emotionally distubed or disruptive child. Behavior of normal children is modified in these situations as well.

The time-out box is an acceptable practice in behavior modification. Children are put in the box for up to ten minutes to calm them down or punish them for a disruption.

In Montana, the box was a coffin with a lid. A retarded, disruptive boy was frequently put into the coffin with the lid on until he calmed down. When he was quiet, he was allowed to return

to the class. On one occasion, he had an asthma attack and was rushed to the hospital. When he recovered, his mother learned of the coffin and went to court charging the school with inhumane treatment. Following an out-of-court settlement, the school board ordered the coffin destroyed, dismissed the teachers and demoted the principal. The next day, some 300 students demonstrated in support of the behaviorists. They believed the boy should have been put in the coffin because he had disturbed their class and was a nuisance.

Why was the time-out box made like a coffin? Did the behaviorists know that the students would associate disruptive people with a coffin and want them eliminated?

Let me conclude by stating that the new education is based on emotions and feelings, instead of learning based on knowledge and fact. The new curriculum is saturated with group work, peer pressure, and psychological stress. Children are poked and probed to reveal their attitutes and opinions to their teachers and to each other. I have known many students who have been bored and angry because so many hours -- indeed years -- were spent in school in a whirl of fantasy in role-playing and simulation games. They considered the classroom a wasteland.

Perhaps the most serious problem we are left with is the 20 year deterioration in academic achievement and freedom wrought by sociometry and psychiatry. To effectively carry out our mission of imparting knowledge and wisdom to our youth, we must as a nation make informed decisions about the future course of our education establishment. The proposed commission on teacher education, if aproved, would be an important step toward that end.

Thank you.

Jacqueline Lawrence

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Senator STAFFORD. Thank you very much, Mrs. Lawrence.

Mrs. Zabel, you are next. If I have mispronounced your name, I apologize.

Mrs. ZABEL. Thank you, Senator Stafford.

I, too, appreciate the opportunity to present my views before this committee. However, I am confident that I am not only presenting my views, but literally, thousands of parents across this country feel the same way that I do.

I do not need to tell you that this country faces many problems, but I do believe the most urgent problem lies in the area of the education of our youth. It seems that the lack of qualified teachers, and the teacher pay issue, dominate every report and every investigation or whatever that is put out.

While I am not here to discuss teacher pay, as important as that is, I am here to support this resolution, Senate Joint Resolution 138.

I do extensive traveling in the State of Nebraska, as a speaker to religious organizations in my State. I have spoken to literally scores of women, and I often hear the complaint that Johnny is in the third or fourth grade, and he still cannot read very well or he cannot write. But here is one that I have not heard addressed today, and that is, since Johnny has been in high school, he seems to be quite disrespectful, and he was not that way before he went.

One mother said to me, "Have I failed my child because of this?"

I am finding parents are on a guilt trip. They are blaming themselves, they are blaming their children, their children's teachers, the school administration, or anybody that will happen by at the time of their frustration.

We have spent thousands of tax dollars to investigate this dilemma and to find answers, and I think we have found just about as many answers as there are people in this room today.

I have not heard the question asked: Who is teaching the teacher, and what are they teaching him?

I am concerned about a method of teaching called "values clarification." That is one method used to help the teachers in the classroom. Unfortunately, the moral training that we have begun at home is ridiculed in the classroom, it is questioned, and the child becomes disillusioned, disrespectful, and even hateful toward his parents. That is what I call values clarification.

Now, according to Webster's New World Dictionary, a value is "that which is desirable or worthy of esteem for its own sake; a thing or a quality having intrinsic worth; acts, customs, institutions, et cetera, regarded in a particular, especially favorable way, by a people, ethnic group, et cetera."

In my own words, it is a set of dos and don'ts by which we live. We all have them. We must have a set of rules in order to keep our lives from chaos. The rules that we have set for our children are done for the benefit of our children. The least we could or should expect from our child's teachers is not to ridicule those rules.

Since the values clarification approach, according to the authors of the book, "Values Clarification," "* * * does not claim to instill any particular set of values," why should such a method even be used?

The goal of education is to teach a child basic knowledge in order to prepare him for a responsible citizenship in his adult life—or is it?

I believe that really should be the goal, and yet, when a gifted student in my area is encouraged, and I might say, quite subtly, to change her career choice because she is too traditional in her first choice, or when a teacher tells the children that they do not need to listen to their parents because their parents do not have an education, but they only need to listen to the teacher because she is the one that has the degree, or when a biology class is given an assignment to go home and interview their parents as to what goes on in the marriage bed and then come back and give an oral report, I really wonder what is the goal of education for our children.

Yes, of the major problems facing this Nation, I believe that the most urgent are the problems facing the field of education. I am convinced that with the passage of this resolution and the consequent investigation of teacher training, many questions will be answered, and solutions will be found. But until we stop treating the symptoms and deal directly with the problem, that will not happen.

I commend Senator Zorinsky for his willingness to introduce this resolution, and I would encourage each member of this committee to vote favorably toward it. It is time that the buck stops with this Congress and that we get to the real solutions. It can be done with very little money, with lots of determination, and a willingness to really get back to basics.

Thank you.

Senator STAFFORD. Thank you very much, Mrs. Zabel.

[The prepared statement of Mrs. Zabel, with attachments, follows:]

TESTIMONY PRESENTED JUNE 7, 1984 BEFORE SENATE SUBCOMMITTEE ON EDUCATION
PRESENTED BY JUDY ZABEL

I appreciate the opportunity to tell you about my concerns. In fact, I am confident that my concerns are shared by thousands across this Nation. It is beyond my comprehension why parents are not up in arms, literally.

Recently a professor of the Graduate School of Education at Harvard said, "Every child in America entering school at the age of five is mentally ill, because he comes to school with certain allegiences toward our founding fathers, toward our elected officials, toward his parents, toward a belief in a supernatural Being, toward the sovereignty of this nation as a separate entity. It's up to you teachers to make all of these sick children well by creating the international children of the future." Shocking? I think so. That statement effectively points out to the teacher that his job is to "change" those values the professor mentioned. Apparently basic subject matter is of very little importance. Is it any wonder our children can't read and write?

In my travels across Nebraska I am hearing one concern voiced more often than any other. "My child can't read or write. What have I done wrong?" I'm sure all of us have ask ourselves that question. None of us want to blame ourselves so we blame every one and anyone around us, including our child. Thousands of tax dollars have been spent in recent years to study that question. I am afraid that we have found only symptoms to a deep rooted problem. And I believe that by only treating the symptoms we are wasting lots of money. Why hasn't anyone ask the question "Who's teaching the teacher and what are they teaching him?

Part of the reason there seems to be less importance on basics is a method of teaching called values clarification. According to Webster's New World Dictionary a value is "that which is desirable or worthy of esteem for its own sake; a thing or a quality having intrinsic worth; acts, customs, institutions, etc., regarded in a particular, especially favorable way by a people, ethnic group, etc." In my

own words -- a set of do's and dont's by which we live. And, most of us raise our children with a set of values. We have taught our own children the importance of admitting when they do wrong. We will set dating guidlines -- be in my 11 pm, no dating on school nights, etc. When we set rules for our children we do it for the well-being of our child -- not to boost our own ego. Is it fair, then, to expect our child's teacher to treat our children in such a way that the values we have taught at home will remain important in the eyes of our child at school? I believe it is. Unfortunately, too many of our Nation's teachers believe it is their responsibility to help our children choose their <u>own</u> values and, too often, that is done by degrading the parent and the church. I have reports of first year teachers in a school in my area telling the children and the parents that the parents are not educated to know what their child needs. While formal education is important, it is not necessary for one to go to college to be a good parent. I do not believe that the teacher who makes such a remark is at all qualified to be taking charge of my child. I expect not to be degraded by that teacher to my child, but to be available to help that teacher in whatever way possible to further the knowledge in basic skills of my child.

Erica Carle gives quite an explanation of Values Clarification. I have included her report with this paper, but I will quote from it here.

> "It's OK to lie. It's OK to steal. It's OK to have premarital sex. It's OK to cheat. It's OK to kill...if these things are a part of your own value system and you have clarified these values to yourself. The most important thing is not <u>what</u> values you choose, but that <u>you have chosen them yourself</u>..freely and without coercion by parents, spouse, priests, friends, ministers, or by social pressure of any kind.
>
> The most important thing is that each of us be free to choose and act upon our own values. That in essence is what values clarifiers teache their children in schools today. That's what instructors in colleges and professional schools tell their students. That's what doctors and nurses are taught when they take values clarification courses and attend VALUES CLARIFICATION seminars.
>
> Values Clarification is being offered as the answer to drug abuse, to 'racism', to crime problems, to mental health problems, etc. It should be obvious...that values clarification will do nothing but compound any problem it is expected to solve and at the same time create vast new problems which would never appear without it."

There are many books available to help teachers in this area. One of those: VALUES CLARIFICATION A HANDBOOK OF PRACTICAL STRATEGIES FOR TEACHERS AND STUDENTS (Sidney B. Simon, Leland W. Howe, Howard Kirschenbaum) makes a shocking statement on page 16: "Young people brought up by moralizing adults are not prepared to make their own responsible choices. They have not learned a process for selecting the best and rejecting the worst elements contained in the various value systems which others have been urging them to follow. Thus, too often the important choices in life are made on the basis of peer pressure, unthinking submission to authority (emphasis my own), or the power of propaganda." In my own paraphrase: if you are a moral parent you don't know how to raise your children to make responsible choices I strongly disagree. We all work very hard to train our children to be responsible adults. Unfortunately, teachers are trained to work against the parents -- especially if they have any type of a religious background.

This values clarification approach is based on the thinking of Louis Raths and John Dewey. "Unlike other theoretical approaches to values, Raths is not concerned with the content of people values, but the process of valuing. His focus is on how people come to hold certain beliefs and establish certain behavior patterns " (Values Clarification; pp 18) Valuing, according to Raths, is composed of seven subprocesses; (taken from Values and Teaching; Charles E. Merrill, Columbus Ohio, 1966)

PRIZING one's beliefs and behaviors

1. prizing and cherishing
2. publicly affirming, when appropriate

CHOOSING one's beliefs and behaviors

3. choosing from alternatives
4. choosing after consideration of consequences
5. choosing freely

ACTING on one's beliefs

6. acting
7. acting with a pattern, consistency and repetition

"The values clarification approach does not aim to instill any particular set

of values. Rather, the goal of the values clarification approach is to help students utilize the above seven processes of valuing in their own lives; to apply these valuing processes to already formed beliefs and behavior patterns and to those still emerging...He uses materials and methods which encourage students to consider alternative modes of thinking and acting. (Values Clarification pp 19-20) The purpose and goal of the above book is to "help students build the seven valuing processes into their lives. Some teachers set aside a certain amount of time each day or each week for values clarification. In some schools, there are elective courses in values clarification, identified by many different titles, (emphasis my own). Another approach to teaching values clarification is to incorproate it into standard subject matter" That's why it is so difficult for a parent to go and inspect the textbook. Teachers are taught to incorporate it so that it won't be found when a snooping parent comes calling.

Recently I received a telephone call from a mother who was very upset but afraid to do anything because of repercussion to her son. Here is her story. Her son is 17 years old In his Biology class at school sex education was the subject of the day. For extra credit the students were to interview their parents about sexual activity (i.e. what positions do you use? What is most comfortable, etc). The students were to go back to class the next day and give an oral report on their findings. In my opinion, that teacher has a perverted sense of humor or else is very insensitive to the emotional needs of her students. I'm glad that the assignment was for "extra credit"!

Yes, the reason our children can't read and write is because the teachers spend so much time learning to "help the student open up" they don't have time to teach basic knowledge

Another situation I encountered recently is the story of a 15 year old gifted student named Stephanie. Stephanie was invited by the Department of Educational Psychology and Social Foundations, Educational Psychology Clinic at the University of Nebraska, Lincoln, to attend a Guidance Laboratory for Gifted

and Talented Students. Below is a short report that Stephanie prepared for me to present to you. This is her evaluation of her day at the University. I think the subtleness of values clarification is quite apparent.

On Friday, April 13, 1984, I was invited to attend the University of Nebraska Lincoln's Guidance Laboratory for Gifted and Talented Students. The Guidance Laboratory was a project of the Educational Psychology Clinic headed by Barbara A. Kerr, Assistant Professor of Educational Psychology and Social Foundations. In a letter to the parents, we were told that students were nominated to attend one of the all-day career workshops held every Friday by their gifted coordinators and counselors who felt they had multiple-potential, high-ability, and special career guidance needs. The workshop was to include:

1. Assessment of interests, abilities, and values
2. individual career counseling
3. group discussion of future planning
4. visits to university classes, career information centers, and other facilities
5. goal-setting and development of a "Personal Map of the Future"

The group of students attending that day numbered 6, including myself. We were introduced to Barbara Kerr and a co-worker whose name I do not remember. After introductions and a schedule of the day's activities, we were all taken into a room for testing. I took three tests: "The Self Directed Search", Edwards Personal Preference Schedule", and a last test in which I received an "Interpersonal Values Report". The latter two tests consisted of a group of two statements in which I was to choose the one I preferred; and the other, a group of three statements in which I was to choose the one I liked most and the one I liked least. The questions were to be answered quickly with my first impressions, however many statements were unrelated to career planning. Examples of these are:

1. I like to become sexually excited
2. I like to read books, plays, or jokes in which sex plays a major role
3. I like to appear attractive to the opposite sex.
4. I like my friends to be very affectionate towards me.
5. I like to read newspaper or magazine articles in which murder or violence plays a major part.
6. Sometimes I am so angry I feel like throwing or breaking things.
7. If someone does not agree with me I feel like telling them off.
8. I want to be able to do exactly as I wish

After testing, we took a campus tour and were given time to look at facilities and have lunch. Our next activity was a group session with a counselor who had us go through the Career Needlesort as a group and discuss various career resources. After this session, each one of us were sent with a student counselor for individual counseling. My counselor, Steve, went over my test scores and had me talk of my feelings about the results. For example, my tests showed I had a 93% level of abasement which, he explained, was my "need" for punishment. The test questions were phrased "I want to confess my actions when I do something and I told him that admitting disobedience was the right thing to do and important to me. We also discussed the "conflict" between my high level of responsibility, my low level of nurturance, and my desire to go into the fields of home economics or elementary education. My answer was that society helps the needy too much and limits their growth of responsibility. This topic led to his comment, "Why did you choose the careers of home economics or elementary education, they are generally considered to be very traditional." He also said the difference between my needs for responsibility and nurturance among other things my test suggested uncertainty about my ideals and standards.

After individual counseling we were all together for a last group session. The

counselor named Norm told us to decide among ourselves what we would do if we ever were put in the following situation:

"Imagine you are eighteen years old, living in the year 2,500 and are part of a society that sends you to a remote island inhabited by undeveloped natives. In order to come back to the society, you must do something that will prove yourself worthy of the society. If you don't, you must remain on the island."

The above situation was suppose to be parallel to how we must prove ourselves to our society and even our families. He suggested that if we were to quit school and become a bum, be would have to prove ourselves worthy of our parents' love again.

Another part of the session involved putting ourselves in a relaxed, neutral state where we imagine ourselves in the perfect day of our lives ten years from now. We talked about the careers we imagined ourselves in, whether we had families, where we lived, etc. The discussion turned to both parents having careers and raising families at the same time. I said that since the beginning of time it has been the man's role to be the provider and the woman's role to take care and mold the minds of the children. The counselor cut me off, told me my opinions were just traditional views, and ignored me the rest of the time.

I finished the day by filling out evaluation sheets. All counseling times took place in rooms with one-way glass for observation. None of us were told the full names of counselors and everyone referred to each other with a first name.

Respectfully submitted,
Stephanie Epp

I had the opportunity to visit the Guidance Lab at UNL on May 22. The above tests were explained to me and make a lot more sense. Nevertheless, I do not believe that one automatically likes a chosen career just because some test says one is best fitted for that career. I think that you must make a conscious effort to be happy in your circumstances. And I do not agree with throwing in questions about sex, murder, and violence. In my opinion that only encourages the student to "clarify values" not meant for him to clarify,(i.e. maybe prostitution is an okay career).

This whole area of values clarification is so subtle this may be the first time you have heard it It is a very serious problem. When we have parents concerned about their children, those parents should be encouraged by the "establishment". That is not happening. Instead, parents are told that the teacher knows what's best for the child. Because the parents are not educated they really can't make the choices important to their child. Recent research at the UNL Educational Psychology Department tells us that the opposite is true. Parents are the most knowledgable concerning their child. It makes sense. The ones who love that child the most are going to know better than anyone else what's best

for that child. Parents are being ridiculed, harrassed, and yes, made to look foolish in the eyes of their child. The child becomes disillussioned, disrespectful, and even hateful towards his parents. When will this harrassment stop? When will parents be encouraged to take the responsibility that is rightly theirs and when will education officials get back to basic knowledge and forget teaching "new" moral values? I do not believe that will happen until this Congress says it must happen. S. J. Res 138 is a positive step in that direction. I know that answers will be found to a very complex problem. I urge you to pass this Resolution. I am willing to work with you to make a better education for our children and our grand children. It must happen now.

VALUES CLARIFICATION-AN EXPLANATION

BY ERICA CARLE

IT'S OK TO LIE -- IT'S OK TO STEAL -- IT'S OK TO HAVE PREMARITAL SEX -- IT'S OK TO CHEAT -- IT'S OK TO KILL—— if these things are a part of your own value system and you have clarified these values to yourself. The important thing is not what values you choose, but that you have chosen them yourself - freely and without coercion by parents, spouse, priests, friends, ministers, or by social pressure of any kind.

The most important thing is that each of us be free to choose and act upon our own values. That in essence is what values clarifiers teach children in schools today. That's what instructors in colleges and professional schools tell their students. That's what doctors and nurses are taught when they take values clarification courses and attend VALUES CLARIFICATION seminars.

The values clarifiers fill the participants with conceit about the infinite wisdom of their own minds. They draw out the participants and lead them to reveal intimate details of their lives that they have never before revealed to anyone. The clarifiers speak lovingly and warmly. They compliment the participants for 'sharing' every time they spill their emotions before the group. The values clarifiers see that rapt attention is paid to the smallest, most insignificant comments--that no ideas, however ludicrous, are 'red-penciled'. No one is to be wounded or corrected or rejected for any reason. It's love, love, love,—love for liars--love for murderers--love for cheaters--love for betrayers--and most of all love for the values clarifiers who have freed them of their consciences and brought such wonderful mental peace.

VALUES CLARIFICATION does not prevent a person who is in authority from laying down rules. A teacher using VALUES CLARIFICATION might say: "Although you may choose to be dishonest, I shall insist that we be honest on our tests here. In other areas of your life, you may have more freedom to be dishonest, but one can't do anything any time, and in class I shall expect honesty on tests... All of you who choose dishonesty as a value may not practice it here, that's all I'm saying."[1] What the teacher has told his students is: "It is OK to lie to parents--OK to shoplift--OK to betray husband, wife, neighbors, friends, children--BUT DON'T LIE TO ME!

One of the techniques used by values clarifiers (SIMONizers) is the public interview. The public interview is a very effective way to erase conscience: "The purpose of the public interview is twofold. First, it gives one person the satisfaction and feeling of importance that comes from being the main attraction in a relatively dramatic situation; and Second, and more importantly, it gives the classroom teacher a vehicle for getting lives revealed to each other in more than a superficial what-did-you-do-over-the-weekend fashion ...Sometimes a view of another's life removes guilt from one's own life. This happens when we find that what one thinks or does is not so terrible or so unusual...Furthermore, the public interview always demonstrates that one can talk honestly about one's thoughts and experiences even deeply personal ones, with a group that is supportive and nonjudgmental."[2] (REMEMBER MRS. FORD'S INTERVIEW ON PREMARITAL SEX FOR HER DAUGHTER? THIS WAS A VALUES CLARIFICATION TECHNIQUE PRACTICED ON THE ENTIRE NATION.)

There are seven steps to VALUES CLARIFICATION. The steps are constructed to assure that once a student abandons his former morality and 'chooses' a new value, he will be so far out on a limb it will be difficult to return to his former moral principles.

The first three steps come under the general heading called CHOOSING: (1) Choice must be made freely, (2) From various alternatives (e.g., STEAL OR NOT TO STEAL), (3) After thoughtful consideration of the consequences of each alternative (ASSUMPTION IS THAT ONE WOULD KNOW THE CONSEQUENCES).
Then comes PRIZING: (4) Cherishing, being happy with the choice, (5) Being willing to affirm the choice publicly (MAKING IT DIFFICULT TO BACK DOWN).
The final steps come under the category called ACTING: (6) Doing something with the choice (IF YOUR VALUE NOW IS THAT PREMARITAL SEX IS OK, WHY NOT FIND SOMEONE AND PRACTICE IT? (7) Repeating, in some pattern of life (ACT AGAIN ON THE NEW VALUE TO ESTABLISH IT FIRMLY AS YOUR CHOSEN BEHAVIOR).

VALUES CLARIFICATION is being offered as the answer to drug abuse, to 'racism,' to crime problems, to mental health problems, etc. It should be obvious to anyone who has not already been SIMONized that VALUES CLARIFICATION will do nothing but compound any problem it is expected to solve and at the same time create vast new problems which never would appear without it.

INSIST THAT YOUR CHILDREN LISTEN TO YOUR EXPLANATION OF VALUES CLARIFICATION BEFORE THEY SPEND ANOTHER DAY IN SCHOOL. IF THEY RECOGNIZE WHAT IS HAPPENING, THEY WILL NOT BE SO EASILY MANIPULATED and SIMONized.

1.-"Values and Teaching" by Simon, Raths & Harmin, Charles E. Merrill Co., 1966 - pages 114-115.

2.- Ibid, page 144. MILWAUKEE COUNTY NEWS Nov. 13, 1975.

SIMONizing WISCONSIN CHILDREN

The psychological goal of the WORLD PLANNERS of The World Institute Council is to create an HUMANITY without individuality; ". . .one's socially conditioned sense of 'me' is shattered and swept away by a new definition of the self, attained through altered states of consciousness, i.e., meditative practices, mystical experiences, autogenic training, prayer state, etc. In that redefinition of self there is an embracing of all mankind, all life and the universe. The usual ego boundaries break down; ego passes beyond the limits of the body and suddenly feels at one with all that has being." - FIELDS WITHIN FIELDS ...WITHIN FIELDS, Nov. 1, 1972, "Methodology of Pattern in Awareness", by J. Benjamin Beal.

"Ecstasy, ex stasis, is the transport out of a biologically and culturally ordered mode of thought and perception. In the mystic mode, man returns to this primal state of affairs. But the return is on a 'higher' level. It is both a circle (revolution) and a linear progression (evolution); an upward spiraling. Man regains his primitive condition, but rather than being unconscious or unaware of it, as animals are, he is superconscious of it. It is paradoxical: By recovering his animal nature, man becomes God." FIELDS WITHIN FIELDS, Nov. 1, 1972, "The Highest State of Consciousness" by John White.

Several thousand Wisconsin teachers saw a demonstration of Sidney Simon's Values Clarification techniques at the Wisconsin Education Association Convention Friday afternoon, Oct. 31,1975.

The meeting began promptly at 1:30 PM with Lauri Wynn, President of WEA; Monica McCauley, Secretary/Treasurer of WEA (and Social Studies Coordinator of the Wauwatosa Public Schools); and Sidney Simon striding on stage to the tune of "ON WISCONSIN".

They were followed by eleven high school students, each wearing a large name card around his neck. The students were seated in a row of chairs facing the audience.

The meeting was opened by Lauri Wynn. Monica McCauley introduced the speaker. Her introduction concluded by saying, "No one is better able to assist us in developing methods to teach values than Sidney Simon."

Simon began by putting the students at ease. He assured them He would do nothing to embarass them. (Remember this promise.) He stated he would not ask typical school questions, but questions about their lives. Since they would know the answers they would not seem stupid in any way. He told them they would have a chance to influence a couple thousand teachers.

He then told about three of his personal values: (1) To insert his socks into a little plastic disc for laundering. He believed no person should have to roll another person's socks. That would be rampant sexism. (2) To be very careful of his language, saying 'his' when he means 'his' and 'hers' when he means 'hers'. He would say 'freshperson' class, not 'freshman' class and 'chairperson' rather than 'chairman'. This, he said, was not just a little gimmick, but a deep commitment. (3) He is careful of his health. If there is a maraschino cherry on his grapefruit he lays it aside and will not eat it because of the red dye. Also he fasts on Mondays which does many beautiful things. It shows a commitment to the underfed areas of the world. It gives him more time and also give him a sense of being in charge of himself. He assured us, however, that even if we never fasted we could still be friends.

Next he asked the students to introduce themselves. There were students from Oak Creek, Lincoln, Waukesha, Shorewood, and Wauwatosa. When the Wauwatosa boy, Craig, introduced himself and said he was a freshman, Simon corrected him, suggesting instead that he say 'freshperson'. (NOTE HERE THAT SIMON DID CORRECT A STUDENT. ALSO HE TRIED TO FORCE HIS OWN 'VALUE' ON THE STUDENT IN A PUBLIC SITUATION.)

Simon explained that VALUES CLARIFICATION is a series of shrewd questions that get people to look at their lives. Any question he asks, he explained, he would be willing to answer himself. He suggested teachers stay away from Values Clarification if they are not willing to open up their own lives.

The first exercise was for the students to describe a picture they have of themselves in which they are [illegible]

[illegible] he explained the [illegible] complicated, but had enormous impact. If this exercise is used he recommended the teacher should explain first that we are all very fragile and vulnerable. Students should not be allowed to put each other down.

Next Simon explained how he would determine the mental health of a school. He would stop at the cafeteria and wait until someone dropped a tray of food. If two students hopped up to help clean away the mess and another went to get a new tray of food while a fourth sat and talked to the tray dropper about how embarassing it had been, that would be a sign the school was in good mental health.

Simon called the need to put someone down the "red pencil mentality". Parents, other kids and teachers all are guilty.

The next exercise called for students to think about two hats they had worn during their lives and to share the story behind the hats.

Following this he explained that teachers need to create safety, so the tenderness that is just below the surface can come out. Men are the most scared in this respect, he said. Because of sexism they are not allowed to let themselves be fragile. He then (his voice oozing love and tenderness) thanked the students for taking the risk and giving their trust.

Next he asked the students to tell about the time in their lives when they had come closest to death. Dag mentioned having his tonsils out in fifth grade. While he was not really close to death he had been afraid he would not wake up. Simon assured Dag he had every right to be scared. "We carry through our whole adult life fears like this." (Very warmly and lovingly) "Thank you for sharing." Each child in turn was rewarded for his revelation with a warm and loving, "Thank you for sharing."

One boy confided that while he had not been close to death he had been very frightened once. The father, who had been in service, came home on a surprise leave. The boy was being held by his aunt who let out a loud scream when she saw the dad coming up the walk. The boy thought this might be the reason he had never gotten along with his father.

After the revelation Simon remarked how hard it is to hate someone when they share such stories with you. "It's pretty hard to write them off as a jerk."

He also confided that while some teachers are afraid parents might disapprove of the technique, parents often say how much their children have improved.

Next he brought up the subject of the students' own death, and asked them to give a list as long as they could make it of who would mourn for them if they had died yesterday. They were not to say, "I guess so and so would mourn", but "I know". It was said to be important to be as accurate as possible.

The students [illegible] even to listing close relatives and friends who they thought would not mourn.

After this exercise Simon asked the kids, "Are you OK? This is heavy stuff. No one promised you a rose garden when you walked in the door." (BUT IF YOU RECALL, HE DID PROMISE HE WOULD NOT EMBARASS THEM.) He asked for applause for the kids since they had given up their free afternoon to come.

The next 'game' was self appreciation. Each was to talk for one minute "about the precious things that you are - that would be missed if you had died yesterday." No self put-downs were to be permitted.

(Note: WHEN I OBSERVED THE 'SIMONIZING' OF THE CATHOLIC ARCHDIOCESE OF MILWAUKEE NEARLY 5 YEARS AGO HE DID NOT FORBID THE SELF PUT-DOWN. THE KIDS MADE SOME AMUSING RESPONSES WHICH REVEALED THE FUN SIDE OF THEIR PERSONALITIES. ONE GIRL FOUND IT DIFFICULT TO SAY ANYTHING. HE COACHED AND FED HER WORDS UNTIL HE ASKED HER IF SHE WOULD HAVE WANTED TO MARRY AND HAVE CHILDREN. HE THEN SUGGESTED SHE SAY "THE WORLD WOULD HAVE LOST A GOOD MOTHER". STILL SHE RESISTED. FINALLY SHE SAID, "I WOULD HAVE TRIED TO BE A GOOD MOTHER." SHE TOO HAD BEEN PROMISED THAT IF SHE DIDN'T WANT TO ANSWER SHE COULD PASS, BUT HE DID NOT LET HER OFF THE HOOK UNTIL SHE MADE A STATEMENT.)

Simon praised and thanked each student for what he had revealed. Afterwards he said each should be able to do at least 20 minutes of self appreciation. The fact that they are not able to do so is the fault of the school system.

He then asked the kids to tell him what they were doing to live longer (using his own rejection of maraschino cherries as an example). When he came to Carol he asked her if she had an annual physical checkup and if she had a routine check of her breasts for breast cancer. Also, "Do you get a PAP SMEAR?" (And remember, he promised not to embarass anyone.)

"PAP SMEAR" is a test for cancer of the uterus. The specimen for the test is obtained by a pelvic (vaginal) examination to obtain a specimen from the mouth of the uterus-cervix. A normal high school teenage girl would only under rare circumstanse have a "pelvic exam" — only if she has severe health problems! This was a blatant affroat to the dignity of all of the students, especially since the question was asked before a mixed group of students and before a public audience! It was a way of asking this girl to reveal sexual activity or promiscuity, or asking her to reveal that she had knowledge of sexual related or gynocological conditions. Few high school students would have need for depressing health information unless they themselves are ill! This was a grave violation of the girl's privacy! (Her own business — not "public interest".) — Mrs. Meves

After most of the kids had talked he switched the question to: "What are you doing that might shorten your life?" One girl said, "Not getting enough sleep, smoking, drinking and everything else like that." Simon: "What else?" Girl's reply: "Anything you do --- you could fall out of bed."

A boy admitted he smoked marijuana. Another girl admitted she didn't get enough sleep and had tried pot.

Simon then explained that most people don't really want the future that much, or else how do you explain the fact that they don't use seat belts, that they let themselves get overweight, that women don't get their breasts examined or their PAP smears. "How do you make the future real for people who are into cigarettes, or coffee? Those who say, 'I can't begin my day without a cup of coffee'-- that's addiction." (NOTE: COFFEE ADDICTION WAS MENTIONED ALSO AT MEETINGS OF THE WAUWATOSA DRUG COMMITTEE AND ALSO AT THE EXPERIMENTAL WORKSHOP ON DRUGS. EVERYWHERE THE IDEA IS PLANTED THAT COFFEE DRINKERS ARE ADDICTS.)

As a final exercise Simon asked each student to send himself a verbal telegram giving himself some advice. The telegram was to begin, "Dear ____, I urge you to . . . ."

Questions from the audience were then answered. Most of them were on how to handle the technique. The students also were told to ask questions. John asked, (NOTE: WAS THE QUESTION PLANTED?) "How many teachers are going to use the technique?" At least 1/3 raised their hands. He then asked why those who did not raise their hands were not going to use the technique.

This was my one opportunity to give a few words of warning to the teachers. Since I was in the second row I was recognized and went to the mike to answer. I mentioned that while I was not teaching at this time I would not use VALUES CLARIFICATION on students if I were teaching because the sharing of such deep emotions with strangers and those we do not know well, tended to set up unnatural group loyalties rather than natural group loyalties to family and friends. I also remarked that I believed VALUES CLARIFICATION tended to break down the will and moral standards.

A few questions later a teacher a few rows back noted that Simon, when he wrote 'red pencil mentality' on the board, had spelled 'pencil' 'p-e-n-c-e-l'. He claimed he had done it on purpose, but that she should not have corrected it. Such corrections in the classroom are damaging to the self-image of the child. Many teachers seemed to reject his answer on this question.

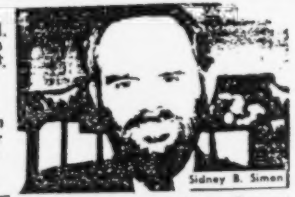
I think this incident was important. It shows Simon is either an ignorant person or that he feigns ignorance to make the point that ignorance should be respected.

Either way he is a deceiver. If he did not misspell pencil on purpose he is a liar. If he did misspell pencil on purpose, he is a deceiver who cannot be trusted. It was also unkind of him to publicly chastize an observant teacher for calling attention to the error in spelling. While saying one should not 'red pencil' another, he 'red penciled' this teacher for being alert and courageous enough to express herself.

Simon seems to those who watch him work to be a kind, loving, caring type of man. But where will Simon be when students who think they can determine their own values about stealing find themselves in trouble? Where will Simon be when a young wife finds she has been betrayed by a husband who has Simon's permission to determine his own moral code? Where will Simon be when babies are aborted? lives ruined? hearts broken?

Unless you stop this sort of thing Simon will be out hustling for more converts to his HUMANISTIC VALUES seminars. The techniques advocated by this man have already destroyed the will and moral principles of hundreds of thousands of unprotested young people.

See to it that the youngsters in your schools are not SIMONized!


Sidney B. Simon

From: Who's Who in the East (p.674) 15th ed. 1975-76 (Marquis Who's Who, Inc.: 200 E. Ohio St. Chicago, Ill. 60611)

SIDNEY B. SIMON
Educator, b. Pittsburgh 5-29-27, core teacher English + Soc. Studies, New Lincoln School, N.Y.C. '54-'57 - Prof. Ed. U. of Mass. Amherst '69 — Dir. Values Assoc. Nat. Bd. Dirs., New England Center Personal Growth - Assoc. Bd. Dir. Adirondack Mountain Humanistic Ed. Center - Named Man of Year, La Mott (Pa.) by NAACP '68 Profs. Nat. Council Soc. Studies, John Dewey Soc. (dir. '73 —.) Author (with others) Values + Teaching 1966 - Values Clarification 1972 Wad-Ja-Get? 1971 Clarifying Values thru Subject Matter 1973 Composition for Personal Growth '73

the State Department of Public Instruction tells teachers:

"A child generally comes to school with what R. J. Havighurst calls an authoritarian conscience acquired from his parents through a progression of punishments and rewards. He soon learns that he is not equipped to deal with all the new situations which confront him. Peers and teachers join and sometimes supplant parents in helping him to find solutions which are often in conflict with those offered by his parents. His task, then, IS TO CHANGE FROM THIS EARLY AUTHORITARIAN CONSCIENCE TO A RATIONAL ONE..."*

* REF. - "Knowledge Processes and Values in the New Social Studies," Wis. DPI, Bulletin #185.

CHILD CARE COMMENTARY

Editor, Mrs. Barbara Hanna

As the Twig is Bent . . .

Vol. 3 No. 5 May-June 1981

VALUES EDUCATION IN THE HOME VS. VALUES CLARIFICATION IN THE SCHOOL

Until recent years, schools were not considered a place to "teach values". With the new innovative programs which claim to be "teaching values", comes much misunderstanding. Parents and educators using this term generally mean two different things.

When parents discuss whether or not the school should "teach values", they generally mean the type of reinforcement of good moral values which was used in the schools when they, and their parents, were attending the public schools. One example of this type of reinforcement can be found on pages 42 and 43 of McGuffey's Eclectic Primer:

"The girls and boys all love Miss May; she is so kind to them.

"Miss May tells them there is a rule that she wants them to keep. It is, 'Do to each one as you would like each one to do to you.'

"This is a good rule, and all boys and girls should keep it."

Most parents today are striving to teach their children to be kind and loving, just as did our forefathers. Most parents believe their children should be brought up to respect rules, and teach them to do so. The above lesson material (which has a copyright dating back to 1881) is reinforcing the values parents teach in the home. It does not question whether or not parents should be teaching these good values, or whether or not children should abide by good values. This is what I believe most parents view as being "values education". Naturally this does NOT include any values teachings on controversial areas such as abortion, divorce, family life, parenting techniques, etc.

What is actually being promoted in our public schools and labeled as "values education"? Rather than reinforcing good moral values taught in the home, the school often adopts the position of QUESTIONING these values through the use of values clarification activities or other forms of affective education. Students must then either defend or reject the values taught in the home.

One example, which is familiar to regular subscribers to the Commentary, can be found on pages 52 and 53 of TRIBES. (The report, TRIBES Is Not The Answer, includes a detailed explanation of this story and the implications behind it. $3 each) The student is placed in the position of having to choose between lying to protect his friend from being beat, and telling the truth, knowing his friend will suffer for his truthfulness. Choices such as this are being presented to children in schools throughout the nation, and when anyone objects, they are liable to be ridiculed with a statement such as, "How can you possibly object to the teaching of values in the school?"

Another type of activity used in the schools in values related activities is "Rank Order". This can be found in many of the affective education programs. Students are to rank the order "according to their own value-laden preferences". What types of choices are then offered? The following examples are taken from Values Clarification, by Sidney Simon, Leland Howe, and Howard Kirschenbaum.

"25. If someone's parents were in constant conflict, which would be better for them to do?

_____get divorced, and the father leave home
_____stay together and hide their feelings for the sake of the children
_____get divorced, and the children live with the father"
(page 66)

Be sure to notice that they do not suggest the answer that you would probably give. I would suggest that they get counseling and try to work out their problems. You might have even better suggestions to offer. Part of the problem is that often times the best answers are not even suggested, but even more important, these are questions that should be left to the home and church.

"31. Which of the following measures should be taken to alleviate the population problem?

_____keep abortion legal
_____limit each family to two children and sterilize the parents afterwards
_____distribute birth control information everywhere
_____trust people's common sense to limit the size of their families" (page 68)

No proof is offered that there is a population problem, this is merely assumed, and accepted as fact by the student. It is worded in such a way that the student will be influenced to accept abortion as necessary, thus infringing upon the parents' right to help their child form values in areas of controversy.

The following question is listed in the same section, but with the sub-heading, "For Use with Secondary Students and Adults":

"6. What is the worst thing you could find out about your teenager? (Does the sex make any difference?)
_____that he has been shoplifting
_____that he is a high school dropout
_____that he is promiscuous" (page 76)

What "value" is this supposed to be "teaching"? The dictionary (The Random House College Dictionary) includes a couple of definitions for value which may be relevant here: "7. values, ideals, customs, institutions, etc. that arouse an emotional response, for or against them, in a given society or a given person. 8. Ethics. any object or quality desirable as a means or as an end in itself...13. to consider with respect to worth, excellence, usefulness, or importance. 14. to regard or esteem highly." Regardless of the definition we apply, this type of activity can not be considered "value teaching"! As the student ranks this as to his first, second, and third choices, won't he perhaps be thinking in his mind that one answer is justifiable, since in his mind, it is not quite as bad as something else listed? Why should anyone (even an adult) be forced to make such a choice? Shouldn't we be raising children from a positive point of view and looking for solutions rather than trying to decide which is the lesser of 3 evils?

Surely the purpose behind the various "values education" or values clarification activities is not to turn the children against their parents' values? Stop and consider for a moment. What if the promoters of this system believe that parents can NOT be certain that their values are right? What if they believe that parents SHOULD NOT IMPOSE THEIR VALUES upon their own children? Parents and educators must be awakened to the fact that this is exactly what is happening.

Values clarification promotes a rejection of the principle that there are definate rights and wrongs. This becomes clear upon reading the book, Clarifying Values Through Subject Matter, by Simon, Kirschenbaum, and Harmin. What they say on pages 31 and 32 is the OPPOSITE of what most parents want for their children; and yet, this is the foundation upon which values clarification and the various related programs are built:

"How do young people acquire a set of values? Are we to tell them what to value and how to live, over and over and over again, in the hope that they will listen? No. None of us can be certain that our values are right for other people. And even if we believed they were right, our own choices could not possibly apply to all the diverse values problems and dilemmas young people will encounter. Students do not need any more values imposed upon them. They do need to learn the skills that will help them develop their own values. For this reason it is more effective to teach a process of valuing than it is to teach one set of values." (Please be alerted to the use of "skills". The next time you hear the term, "life skills", remember this definition and check to see if it applies.)

Teachers throughout our nation are being taught this philosophy in workshops and college courses. Paul C. Vitz, Associate Professor at New York University addresses this dilemma in his article, "The Case Against Secular Values and For Christian Values":

"It is to be expected that a common response to the values clarification sessions--in which thousands of teachers have participated--must be that teachers have no, absolutely no, confidence in their legitimate moral authority with respect to their students. This cannot but undermine the teachers' self-confidence and basic respect for their profession. And we all know that students are very good at sensing any lack of assurance in their teachers, and move quickly to exploit it."

Even so, students are being encouraged to make their own choices freely, and to choose them from alternatives. They are taught the importance of publicly affirming these choices. The values continuum is one activity which forces this public affirmation, and which is used repeatedly in the various programs. The book, Values Clarification, vividly explains the purpose behind the values continuum: "Students begin to realize that on most issues there are many shades of gray, and they are more likely to move away from the either/or, black/white thinking which often occurs when controversial issues are discussed in the classroom. The continuum also encourages students to make public affirmations of their opinions and beliefs." (p. 116)

The teacher is to draw a long line on the board, with extreme positions at either end. Then the students are to publicly explain where they stand on that issue, and why. Here are some examples:

"2. How far would you go to be popular with your group?

DO ANYTHING, INCLUDING RISKING SAFETY : : : : : : DO NOTHING AT ALL "

"4. How much freedom do you want?

ALL DECISIONS ARE MADE FOR YOU : : : : : : COMPLETE FREEDOM TO CHOOSE FOR YOURSELF"

"14. How do you feel about divorce?
STEADFAST STELLA -- UNDER NO CIRCUMSTANCES : : : : : : MULTI-MARYING MARTHA -- AT THE DROP OF THE FIRS UNKIND WORD"

"24. How do you feel about premarital sex?
VIRGINAL VIRGINIA-- WEARS WHITE GLOVES ON EVERY DATE : : : : : : WILD-OATS WINNIE-- NEVER PASSES UP AN OPPORTUNITY"

"25. How would you raise your child?
SUPER-PERMISSIVE PERRY : : : : : : SUPER STRICT STEVE"

"28. How patriotic are you?
GRIPING GIRTIE-- MY COUNTRY'S ALWAYS WRONG : : : : : : STARS 'N' STRIPES STELLA-- MY COUNTRY'S NEVER WRONG "

(Editor's note- Since when has it become a fact that those who agree with everything that happens in our country are suddenly patriotic and those who criticize some of the things the government does are not patriotic? Notice the subtle manner in which this philosophy is promoted by the wording.)

What affect will this artificially induced public affirmation have on the students participating? Dr. John S. Stewart, co-director of the Values Development Education Program at Michigan State University addresses this issue in an article entitled, "Clarifying Values Clarification: A Critique". Dr. Stewart states: "The demand for public affirmation and action which is such an important part of the Values Clarification philosophy, in addition to being highly judgmental, is also potentially dangerous, especially when one is working with teenagers. Research conducted by social psychologists has revealed that when people take public positions or are forced to act they tend to cling to the beliefs and values involved, even if those beliefs or values are tentative or not genuinely held at the time of commitment or action. - - - To go back on a public affirmation or action is to lose face. Premature affirmation or action, therefore, can be a very dangerous thing to induce."

What about the teachers who use the various values clarification strategies? Barbara Morris comments in her book, Change Agents in the Schools:

"It could be argued that not all teachers are Humanists or that they are not change agents, and that would certainly be true....

"Teachers are trained and re-trained to function as change agents - - regardless of their religious beliefs. Because most people do not know what Humanism is, or what it teaches, it is possible for teachers to be trained to promote Humanism without their being aware of it. For instance, Christian teachers say they use values clarification to teach Christian values. They don't seem to realize that it is impossible because values clarification teaches a process that gives a child skills with which to decide for himself what is right or wrong. Most assuredly, the process can lead to a right decision. But that's not the point. The point is that the Christian knows right from wrong, and even though he may do something wrong, at least he knows that he has done wrong and he cannot justify his misbehavior by blaming it on improperly applied process skills. However, using the values clarification process, a child can indeed engage in undesirable behavior and justify it through the process and the application of situation ethics..."

As Mrs. Morris points out, children need to acknowledge a definate sense of right and wrong. She goes on to explain that children "will get away with as much as they are allowed ..." A prime example can be

found in the Ann Landers column (April 22, 1981). The 13-year-old wrote:

"My mother is a well known psychologist.

"Recently I started to smoke pot with a girl I hang out with. My mother knows about it, but she won't tell me to quit. I really want her to order me to come straight home after school and to stop smoking these crazy cigarettes, but she refuses to do it. According to her, I am old enough to MAKE MY OWN DECISIONS." (emphasis added)

This letter could be written by any number of troubled youth throughout our nation. They are crying out for parents (and others in authority) to establish a definate sense of right and wrong. They want to be told not to smoke marijuana. They want to know someone cares enough to say, "NO". The values clarification theories have come from the writing of some of the leading psychologists and educators in our nation, and as a result, many people are willing to swallow it without giving careful consideration as to how it will affect our youth.

Values clarification is proving to be one of the most controversial topics of our time, in the area of education. Parents throughout the nation are becoming better informed and are trying to work with the teachers and solicit their help when possible. In Kansas, Mrs. Ruth Walker, the President of the Southwest Shawnee County Parents Association has taken her concerns to the State Board of Education. The Board has defined values clarification, in part, as an approach that "does not aim to instill any particular set of values. Rather the goal...is to help students utilize...processes of valuing in their own lives; to apply these valuing processes to already formed beliefs and behavior patterns and to those still emerging." (Topeka Capital-Journal, April 16, 1981) Parents and educators should very carefully consider the implications of this definition. This is exactly the point I have been trying to make in this article. The process of valuing which is used is to allow the student to choose his or her values freely and from alternatives.

Teachers are not to impose their values upon the students. They are to accept whatever the student says as being their own personal value, whether they agree with that value or not. In the book, Advanced Value Clarification, Howard Kirschenbaum identifies "'value-rich' areas of confusion and conflict" to be: "Politics; religion; family; friends; work; leisure; love, sex; male/female roles; race, poverty, energy, etc.; health; money; personal habits; and so on". (pp. 7&8) He later explains:

"In discussing value-rich areas, such as those mentioned at the beginning of this article, the teacher accepts all answers and does not try to impose his or her own views on the students. In that sense, the approach is 'value free' and 'relativistic.' Responses are not judged as better or worse; each student's views are treated with equal respect.... Choosing freely is considered better than simply yielding to authority or peer pressure."

What is this saying? If the child chooses to steal a new coat because he doesn't have one, is this suddenly acceptable because it is his own choice? Perhaps he truly feels the benefits outweigh any teachings of his parents that stealing is wrong. Is it better for him to choose freely rather than simply yielding to authority? You can probably think of many examples which would relate to your family. If we adhere to the philosophy of choosing freely and from alternatives, aren't we (perhaps without realizing it) endorsing the Humanist beliefs that "moral values derive their source from human experience. Ethics is autonomous and situational..." They further affirm, "We strive for the good life, here and now." (Humanist Manifesto II, page 17)

How do parents feel about values education in the school? How many parents have a clear understanding of what is being promoted in the name of values education? Do parents support any type of moral training in the schools? How does this differ from values clarification/values education?

On page 64 of the April 20, 1981 Newsweek, a poll taken by the Gallup Organization reports that "besides academic skills", 33% felt that children should learn "moral principles" from the school, and 24% thought they should learn "how to get along with others". However, we must recognize that this is NOT the same thing that some educators promote through "values education" in the schools! In the following examples, I will give some comparisions between "moral principles" and "values clarification" (which is also called "values education").

E. #1 Moral Principle- McGuffey's Primer, page 44:
"A good child likes to go to school."

Values Education- Values Clarification, page 45:
"How many of you think school attendance ought to be optional?"

In this first example, we can see the contrast between the reading book which reinforced a positive moral which was taught in the home, and the values clarification example which is worded in a manner which solicits a particular response. Why do they say, "ought to be optional"? Why even raise the question? Is it trying to create a rebellious spirit in our youth?

E. #2 Moral Principle- McGuffey's Primer, pp. 46-7):
"Miss May tells the girls and boys that they should be at the schoolhouse when the bell rings. So Henry walks fast, and is first at school. He is a good boy, and wants to keep the rule of the school."

Values education- Values Clarification, page 44:
"How many of you think there are times when cheating is justified?"

This values education question obviously supports situation ethics. Why should the question even be asked unless the authors think there may be times when cheating is justified? What kind of thoughts does this place into the minds of our youth? Why should children with good moral values have to put their beliefs on the line and open them to the ridicule of other class members? Parents want good moral values to be reinforced in the school, by teachers who back up parents by saying that children should obey the rules, and that they should be honest and not cheat on their tests. This is what most parents mean when they say they want moral principles "taught" or that they support "values teachings" in the schools.

E. #3: Moral Principle- McGuffey's Primer, page 37:
"Ned and John are hard at work. John has a saw, and Ned has an ax. They will try to cut all of the wood which you see in the pile."

Values Education- Values Clarification, pages 42 & 47:
"How many of you think children should have to work for their allowance?"
"How many of you would like to retire at age 40? 50?"

Why should children be debating whether or not they should have to work for their allowance. They do not have the maturity, or all the facts necessary to make this decision. In addition, it is the parents' responsibility and not their decision to make. Why should they be thinking about how soon they can quit working, when they haven't even yet entered the work force? Will this somehow make them become better, or more productive citizens? Or will it promote the philosophy that the world owes them a living, and they should be able to retire and spend a life of leisure as early as possible. Why should gradeschool students be forced to consider these topics even before they have enough facts and knowledge to properly evaluate them?

After reading the various types of examples, you can clearly understand the vast difference between teaching values in the home and the values clarification in the school. When someone asks you if you believe values should be taught in the school, you will know enough to ask for a definition before giving your opinion...Or perhaps you will not wait for them to give you a definition, but will be able to explain that there is more than one concept of what it means to "teach values". (You may even want to share a copy of this newsletter with them.) Perhaps you are thinking, "That isn't enough. Now that I better understand the problem, I want to have a few more suggestions as to what I can do in a constructive manner." Below are a few ideas, and perhaps you will be able to think of some further action not listed. Be sure to let me know what works for you, as your thoughts may be helpful to another reader, or may something I can suggest when someone calls for help with a specific problem.

HOW CAN I BECOME INVOLVED IN A POSITIVE MANNER?

1. Do further research so you can share what you know with your friends and relatives when the opportunity arises. By ordering a copy of Change Agents In The Schools now (p. 12), you will have time to read it before school begins in the fall. I would also suggest that you read a series of articles in Newsweek:

April 20, 1981, "Why Public Schools Fail", pp. 62-65
April 20, 1981, "The Bright Flight", pp. 66-72
April 27, 1981, "Teachers Are in Trouble", pp. 77-84
May 4, 1981, "Hope for the Schools", pp. 66-72

It is interesting to notice that nowhere in these articles is values clarification suggested as even a small part of the solution. The last article does state: "Ronald Edmonds of the Harvard Graduate School of Education is one of several researchers who have examined the characteristics of effective schools. He has come up with five that seem to be indispensable: principals who are active leaders; an orderly climate; an emphasis on basic skills; standardized tests to measure those skills (Editor's note- They are refering to tests such as math competency, English competency, and similar basic skills.), and teachers who have high expectations for all students." (p. 66)

2. Parents, we must set high standards and teach good moral values in the home. Often just one or two leaders in a class can influence others. In addition to giving our children a strong religious background, I would like to suggest that you consider some of the ideas presented in the June 1981 issue of Reader's Digest in an article entitled, "Five Enduring Values for Your Child", by Ardis Whitman. As strongly as change is being promoted almost at every turn, it was a pleasant surprise to read: "No matter how times change, we will always have the same need our ancestors did to live out our lives in joy and courage; to get along with our fellow men; and to hold to those values which show us how to grow, to learn and to become better people." (p. 163)

3. Teachers, I would like to recommend that you, too, read the article mentioned in #2. There are several things that could apply to teachers, although this is written mainly to parents. On the topic of love, the author writes, "How does one channel these seedling signs of love into the permanent and mature expressions of a loving person? By making sure that your child is in daily contact with a loving adult--yourself." (p.164) Honesty is a value which must be supported in the school. A school can not function properly if students constantly lie, steal, and cheat. The author comments, "...I would teach a child that integrity matters. Nothing will ever change the need for that--it is impossible to imagine any livable society without it." How do we go about "teaching" integrity? The author suggests, "We teach integrity by the way we live ourselves..... Perhaps a child learns trustworthiness best of all when he has tasks to do and is required to do them. That isn't much fun...It means holding

a child to a task until it is finished....Integrity means also that a child is taught to accept blame when that is what he ought to do..."

4. Teachers and parents should work together on textbook review committees. The parental involvement should be more than just for "show". They should be given valid responsibilities, and should be listened to with respect. Parents, by the same token, should be ready to listen and calmly discuss issues with the teachers, being patient in presenting a new or opposite point of view. Both parents and teachers are encouraged to contact the Gablers for information on any series of textbooks which are under consideration for your school. Write: The Mel Gablers, P.O. Box 7518, Longview, Texas, 75602. If you need information in a hurry, call 214-753-5993. Be sure to send a generous contribution to help them cover hidden costs such as research materials, long distance phone calls, office supplies, secretarial help, etc. Textbooks on Trial explains how they became involved, and gives many examples which help you know what to look for in textbooks and school programs. Some of the textbook companies print a special Texas edition, which you will want to check into if you are on a review committee. (The book price is listed on page 12.)

5. Parents and teachers who live and work with children ages 10-15 will benefit greatly from reading Preparing for Adolescence by Dr. James Dobson. This book is written to the youth, but gives the adult reader a greater insight into the problems of our youth. After reading a copy which I borrowed from the library, I am anxious to purchase a copy for each of my own children ages 11 and 14, and one to send for an 8th grade graduation gift. Our young people need all the help they can get to face the problems of today's world! Be sure to get a copy from your public library or buy one at your frvorite book store for $2.25. If it is not on stock, why not ask them to order it for you. It is published by Vision House. This would be an excellent book to donate to the juvenile section of your public library!

6. Subscribe to the Child Care Commentary for your United States Congressmen. Even if they don't read every Commentary, their aides do a lot of research, and condense the mood of the public for them. It is vital that you let your point of view be heard. There is definately strength in numbers. With readers in 39 (THIRTY-NINE!) states, the Child Care Commentary has a great potential to inform and influence minds throughout the nation. If even just one or two Congressmen from each state were on the mailing list, they could influence other votes from your state! During the month of June, you may subscribe for your Congressmen for a discount price of $5 each. Remember: YOU ARE GEORGE!!! There is no one else to do the job but YOU!

7. Why not order a gift subscription for a friend or relative who would like to become better informed? A special offer is being made for the month of June only. You may order a copy of the book, Change Agents In the Schools, and a subscription (either a gift or a renewal) for only $12. This is a value of $18. Order now and save $6.

8. Order a copy of the report, "Values Clarification--Fuel for the Fire" for only $1, and make additional copies for friends. Many have asked if they could copy the reports on Quest and Tribes, and have been most uderstanding when I have explained that I must sell these in order to cover the general operating expenses. However, the above report gives much general information on both of these programs, and I hope you will be able to distribute it widely to inform your friends.

9. Do your friends need more information about Humanism and values clarification? Be sure to order copies of "Weep for your Children" to give away. It contains the Humanist Manifesto II, and a general description of what is happening in the schools and sells for only $1 each.

FORCED CHOICE VALUES TEST:

This is not a test of right or wrong answers! This is simply to help you identify and understand your own values through making choices.

Circle one of the 2 choices in each section.

---

1 to be reasonably sure about the future for myself and my family
(12) to do things well

---

(3) to have people think well of me
5 to have as much freedom as possible to do the things I want to do

---

11 to have as many good things as possible
(12) to do things well

---

(6) to do new and different things often
11 to have as many good things as possible

---

(7) to have friends
10 to have things neat, orderly, and organized

---

2 to have influence with people
(12) to do things well

---

6 to do new and different things often
(8) to arrange for family atmosphere that makes for satisfying family living

---

3 to have people think well of me
(9) to do what is right according to my belief

---

8 to arrange for a family atmosphere that makes for satisfying family living
(10) to have things neat, orderly and organized

---

(4) to do things for my family and others
11 to have as many good things as possible

---

10 to have things neat, orderly and organized
(12) to do things well

---

5 to have as much freedom as possible to do the things I want to do
(12) to do things well

---

4 to do things for my family and others
12 to do things well

---

(4) to do things for my family and others
7 to have friends

---

5 to have as much freedom as possible to do the things I want to do
(8) to arrange for a family atmosphere that makes for satisfying family living

---

2 to have influence with people
(3) to have people think well of me

---

7 to have friends
(8) to arrange for a family atmosphere that makes for satisfying family living

---

5 to have as much freedom as possible to do the things I want to do
(6) to do new and different things often

---

6 to do new and different things often
(10) to have things neat, orderly and organized

---

(1) to have people think well of me
11 to have as many good things as possible

---

6 to do new and different things often
(12) to do things well

---

(9) to do what is right according to my beliefs
12 to do things well

---

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10 to have things neat, orderly and organized

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(1) to have people think well of me
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---

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(9) to do what is right according to my beliefs

---

(5) to do what is right according to my beliefs

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---

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---

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7 to have friends

---

4 to do things for my family and others
→ (5) to do what is right according to my beliefs

---

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11 to have as many good things as possible

---

(1) to be reasonably sure about the future for myself and my family
6 to do new and different things often

---

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(7) to have friends

---

3 to have people think well of me
(12) to do things well

---

(1) to be reasonably sure about the future for myself and my family
3 to have people think well of me

---

5 to have as much freedom as possible to do the things I want to do
(9) to do what is right according to my beliefs

---

1 to be reasonably sure about the future for myself and my family
(4) to do things for my family and others

---

(2) to have influence with people
11 to have as many good things as possible

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(9) to do things well
10 to have things neat, orderly and organized

1
(7) to be reasonably sure about the future for myself and my family
to do what is right according to my beliefs

7
(12) to have friends
to do things well

For the second step, count the number of times each number is circled and place the total next to each statement on the left. After this is completed, the statement you circled the most will be ranked number 1 and placed in the right column. Continue to rank each statement from 1 to 12.

NUMBER OF TIMES CIRCLED		Rank
8	1. To be reasonably sure about the future for myself and my family.	9 religion 1#
9	2. To have influence with people.	12 workmanship 2#
5	3. To have people think well of me.	2 influence 3#
9	4. To do things for my family and others.	4 helpfulness 4#
1	5. To have as much freedom as possible to do the things I want to do.	1 security 5#
2	6. To do new and different things often.	7 friendship 6#
6	7. To have friends.	10 orderliness 7#
5	8. To arrange for a family atmosphere that makes for satisfying family living.	8 family life 8#
12	9. To do what is right according to my beliefs.	3 recognition 9#
5	10. To have things neat, orderly and organized.	6 new experiences 10#
0	11. To have as many good things as possible.	5 freedom 11#
11	12. To do things well.	11 wealth 12#

KEY:

This is to help you see what is important to you.

Statement number:
1. is security
2. influence
3. recognition
4. helpfulness
5. freedom
6. new experiences
(7) friendship
8. family life
9. religion
10. orderliness
11. wealth
12. workmanship

Senator STAFFORD. I am going to depart from custom here for just a minute and say that the chairman of this subcommittee has never been very strong for political labels or partisan politics, and in that context, I want you to know, Mrs. Zabel, since you are from Nebraska, that you are represented here by a very able gentleman in Senator Ed Zorinsky.

Mrs. ZABEL. I agree with you.

Senator STAFFORD. Professor Epstein, we would be glad to hear from you.

Professor EPSTEIN. Thank you, Senator Stafford.

First, I also would like to commend Senator Zorinsky for introducing the bill, Senate Joint Resolution 138, to establish a Commission on Teacher Education, even though I disagree with a number of the "whereases" that are in the preliminary part of the bill.

I noted with chagrin, as has been mentioned already, that there were no educators and no representatives of institutions of higher learning, nor were there any representatives of the teacher organizations placed in positions of participation in the bill. I am delighted to learn that there will be some change in that format.

Teacher education has become the whipping board for what has been conceived as all of the ills of education and probably all of the ills of society. Many generalized statements often are based on personal experience of one or two situations, rather than on the rigorous research about teacher education and about various kinds of activities that are carried on in our public schools.

I would challenge the statements of our previous speakers in that I feel that there are many erroneous statements made that have very little substance in fact. I would feel that perhaps in one or two instances, we might find these kinds of conditions being carried on, but by and large, they are figments of the imaginations of most of these people.

Often, these utterances are stated with great emotional impact and overtones, but a critical examination of facts often does not reveal any substantiation for many of these volatile statements.

No one seriously questions the value of helping a student to improve his self image or to understand himself; that is, his strengths and his limitations. We know, through ample research evidence, that individuals generally operate in line with their self-concepts. Students who feel good about themselves and have positive self images tend to achieve better in school, as well as in life, than those having low self images. As we teach our children in the content areas, our teachers need to be equally adept at helping children achieve positive self images about themselves as far as possible.

Just as basic to an individual's achievement in content areas is the process of shaping a moral response to events—a response that values such qualities as honesty, integrity, unselfishness, a concern for others, a respect for property, the courage of one's convictions, as acceptance of persons who are different ethnically, religiously, racially, or sexually, among other character and citizenship traits.

These concerns have traditionally been thought of as the domain of the home and religious institutions. Obviously, no religion has a monopoly on honesty or integrity, just as no civilized society could consider these virtues as unimportant in its citizens. Children

spend a large part of their time in school, and it is foolish to suggest that teachers should not try to integrate these character and citizenship traits in every aspect of their instructional program. These are the concerns of programs in values education.

Critics of values education have maintained that teachers have no more right to impose values on impressionable young people than to dictate how they could wear their hair. Such irresponsible talk ignores the fact that the values that concern most adults—and most school systems—are the kinds of characteristics that are essential for any civilized society. Students need to learn the steps in decision making, if they are to make those decisions which are best for them and for society. They need to know what kinds of people they want to be, what the options are, and what the consequences of their choices would be. Must there be any defense of encouraging honesty or a healthy self respect balanced by a concern for the well-being of one's friends and neighbors?

Discussions about teaching values usually are filled with meaningless jargon and explosive rhetoric. Programs in values education provide a way of clarifying standards and values that all Americans—indeed, all human beings—can hold in common. It is no small undertaking. It is a task which needs greater emphasis in our teacher preparation institutions, not less. It is an area which needs to be part of every curriculum taught by every teacher. Perhaps there is no better way to promote and to preserve our democratic way of life than by injecting a focus on values in our instructional programs.

I have served on approximately 17 or more State certification visits in the State of Maryland, and I have chaired approximately 13 of these visits. I have never found the perfect teacher preparation institution, and I do not suppose there ever will be one, but I have found some very outstanding and interesting practices going on, and in every instance, the institution of higher education was desirous of improving its program and very willing to respond to the kinds of comments that we made concerning the program itself. Many of the topics that were addressed today are the very same kinds of things that were mentioned in these evaluation reports.

Our schools and our teacher education institutions are trying to do the best job that they possibly can do. Certainly, there are areas where they need improvement, and this can be done only through the process of self-analysis and criticism of a positive character, and evaluation subsequently.

I would like to address my comments to two specific areas of the resolution: First, the balance between methods courses and courses in content in teacher preparation institutions the degree to which imbalances may exist; and second, the extent of training in the use of psychological techniques unrelated to academic content in colleges of education and their use in public schools.

First, it is a misconception to believe that the institutions of higher education preparing teachers require or provide a large number of courses in methodology and instructional technology. The typical teacher preparation program for secondary school teachers requires only one general methods course and one special methods course in the subject or content area being taught. Ap-

proximately 12 to 15 percent of the programs for secondary school teachers are centered around methodology, while for the elementary school teacher, it is generally only between 15 to 18 percent of the total 4-year college program. If there is any imbalance, it is probably in the area of content rather than in methods courses. This is not to say that content courses and requirements should necessarily be reduced; rather, it points up the inadequacy in many instances of a number and variety of professional courses offered in teacher education.

Another area of concern to teacher education and the school systems is the disparity between the subject areas for which teachers are being prepared and the need for teachers in the public and private school systems. In the State of Maryland, for example, only 17 teachers in 1982 were graduated and certified to teach mathematics in the secondary schools, and of these, only 7 accepted teaching positions in our school system. Approximately 50,000 Maryland students are being taught mathematics by teachers who are not properly qualified to teach mathematics. That is, they do not possess a certificate to teach mathematics. In this age of technology, this situation is an intolerable one, and should cause alarm to all concerned citizens of our country.

Now, with our present preoccupation with competency-based teaching and standardized testing of our students on content, we have become diverted from our concerns for the personal development and self-growth of our students. It is our desire to have our youth improve their SAT scores, but we have forgotten that individuals need to learn to live with themselves and to relate effectively with others. Important as cognitive growth or content and knowledge is, it cannot function independently of the emotional or feeling levels of our students. Our desire for instant success and high achievement scores of our pupils have caused us to focus far too strongly on the competence in subject areas and almost totally to ignore the human factors in teaching.

As instruction in values has grown in popularity, it has also come under increasing criticism. I would be the first to admit that there are abuses, and that is because we do not train teachers adequately in teacher preparation institutions to know how to work with helping students develop their self-image, to know what their strengths are, what their limitations are, how to communicate effectively, how to listen attentively, how to develop warmth and empathy toward people. This is part of growing up. We do not live in an isolated world, and people have to learn to relate effectively. This is the purpose of courses in human relations and important in values clarification. Teacher educators need to be proficient in this area, and they are not. And so in summary, I would like to say that the report should not be a doleful litany of all that is wrong, but hopefully, what is right, and what we can do to make our institutions of higher education better and our teaching more effective so that all of our citizens can become contributing members to our democratic society.

Thank you very much for this opportunity to speak.

Senator STAFFORD. Thank you, Professor.

[The prepared statement of Professor Epstein and additional material supplied for the record follows:]

Testimony on S.J. Resolution 138 to Establish a
Commission on Teacher Education

Presented to the Committee on
Education, Arts, and Humanities
of the United States Senate

June 7, 1984

Presenter: Jacob Epstein, Professor
Emeritus and Visiting
Professor of Education
Towson State University
Towson, Maryland 21204

Mr. Chairman and Members of the Committee:

I would like to present the following testimony in support of S.J. Resolution 138. My comments will be related to two specific aspects of the Resolution: (1) the balance between courses in instructional methods and subject matter and the degree to which imbalances may exist, and (2) the extent of training in the use of psychological techniques unrelated to academic content in colleges of education, the use of such techniques in the classroom, and the effect on students.

Students in our schools today face a difficult task of growing up in a complex world riddled with problems, where change is rapidly increasing, and where traditional norms of behavior no longer seem to be applicable in their daily lives. Conflicting information comes from family, friends, school, the mass media and a myriad of other sources, presenting young people with fragmented and distorted models from which they are expected to develop their own attitudes and values.

Teachers have the complex job of helping students put together these diverse segments in order for them to survive, to make wise decisions and to lead as productive lives as possible. A critical need exists, therefore, for young people to acquire the necessary skills so that they grow in tolerance for divergent points of view, in understanding of the controversial issues which they face now and which they will increasingly face as they grow into adulthood, and in making choices which will affect their lives in positive and desirable directions.

Increasing evidence suggests that many youths are pursuing a self-destructive course because they lack experiences which would develop within them a sense of personal dignity and worth and a belief that what they do now affects the outcome of their lives. Under optimum conditions, this task of providing the types of experiences needed to offset the low self-concept of students and to help them acquire a positive self image, is one which should jointly be shared by home, school, and church. Unfortunately, in far too many instances, the only positive influence affecting the attitudes, values, and behaviors of pupils is the one emanating from the school.

Thrusting this responsibility upon the school places a very difficult burden on teachers requiring a high degree of competence on their part, not only in the content areas which they teach, but equally as important (if not more so) on their understanding of the factors directing pupils' behavior and on strategies to use to help students counteract the negative forces influencing them. Teachers, therefore, need considerable training in this area, i.e., in what has been called "human relations."

It is a misconception to believe that institutions of higher education preparing teachers require or provide a large number of courses in methodology and instructional technology. The typical teacher preparation program for secondary school teachers requires only one general methods course and one special methods course in the subject or content area being taught. Approximately 12% to 15% of the program for the secondary school teacher is centered around methodology, while for the elementary school teacher, it is generally only between 15% to 18% of the total four year college program. If there is any imbalance, it is probably in the area of content rather than in methods courses. This is not to say that content requirements should necessarily be reduced; rather, it points up the inadequacy in many instances of the number and variety of professional courses offered in teacher education programs.

Another area of great concern to teacher educators and to school systems is the disparity between the subject areas for which teachers are being prepared and the needs for the teachers in the public (and private) school systems. In the State of Maryland, for example, only 17 teachers in 1982 were graduated and certified to teach mathematics in the secondary schools, and of these, only 7 accepted teaching positions in school systems. Approximately 50,000 Maryland students are being taught mathematics by teachers who are not qualified to teach mathematics; that is, they do not possess a certificate to teach mathematics. In this age of high technology, this situation is an intolerable one and should cause alarm to all concerned citizens of our country.

With our present preoccupation with competency-based teaching and standardized testing of our students, we have become diverted from our concerns for the personal development and self-growth of our students. In our desire to have our youth improve their SAT and other test scores, we have forgotten that individuals need to learn how to live with themselves and to relate effectively with others. Important as cognitive growth (or content and knowledge) is, it cannot function independently of the emotional or feeling levels of our students. Our desire for instant success and high achievement scores of our pupils has caused us to focus far too strongly on competence in subject areas, and almost totally to ignore the human factors in teaching. Some of the interpersonal skills needed by all for effective living include the following: communicating effectively, listening attentively, knowing how to build trust, managing conflict situations, handling anger, controlling stress, and demonstrating empathy, respect and warmth.

If schools are to become concerned with the emotional and interpersonal growth of its youth, it would seem logical that they must be staffed with teachers who have had training in human relations or other similar psychological areas and are sensitive to the needs of their pupils in these areas. Those involved in teacher preparation must be certain that aspiring young teachers have those attributes which are necessary to help pupils acquire feelings of self-worth and self-awareness. Supervising

teachers and college supervisors need to help student teachers in every classroom, from kindergarten through high school, to implement activities which will enhance the self-image of their pupils. Research has conclusively indicated that we operate in relation to our self-image. A positive self-image usually results in better achievement and more favorable group relations than does a poor or low self-image. Because teachers generally have had little training in helping their students understand themselves, education, traditionally and especially in recent times, has had surprisingly little effect on students' abilities to make decisions and to find clarity in their lives.

"Values are the most important influences on our lives. They make up our self-definition. Values are the highest priorities that we hold dear and precious to us. Our values guide every decision we make and determine the very quality of our lives."[1] How do we teach values? Not by preaching, speeches and lecturing, but by role modeling, by discussion, by examining options, by determining consequences, and by acting on decisions and evaluating them.

As instruction in values has grown in popularity, it has also come under increasing criticism. The attraction of the approach, in that it has developed literally hundreds of strategies, has become its Achilles' heel. Humanistic educators have been attacked because of their desire to make education more humane and more relevant to a society with ambiguous behavioral standards, where it is difficult for individuals often to make those life decisions which are beneficial to them and not necessarily those which "follow the pack." Educators have expressed concern - and rightly so - that some teachers using values clarification have become "strategy-happy," i.e., they see the strategies as fun games or as "a bag of tricks," with no understanding of the theory and purposes underlying these approaches and with no follow-through.

One of the reasons for this dismal situation is that courses in these psychological projective techniques are seldom offered and even more rarely are they required of potential teachers. Yet almost all teachers agree that an understanding of self and others is one of the most important ingredients of a successful teacher. It is true that the concepts, principles, and strategies of human relations and values clarification courses may be integrated in methods courses, but they seldom are, largely because college instructors themselves feel inadequate in covering these topics.

Psychology tells us that when we seek to escape feelings of inadequacy, failure, guilt, and desolation, we need to develop a sense of self, of worth as persons, as discrete individuals, together with some sense of our power to control our own lives. A sense of our own value frees us from too much concern with ourselves and empowers us to strive to achieve our highest potential.

Teacher educators themselves need to be proficient in these areas, so that they can provide programs for their student teachers. They, in turn, will become teachers who can significantly influence both the academic and the personal growth of their pupils.

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[1] Curwin and Curwin, Developing Individual Values in the Classroom. Learning Handbooks, Palo Alto, California, 1974.

S.J. Resolution 138 is an important Bill in that it seeks to gather information about the state of teacher preparation as it currently exists, to analyze this information and to make recommendations based on these findings for the ultimate improvement of our teachers, so that the youth of our country can be exposed to the best teaching possible, and thus can become effective citizens contributing to the continued growth of our nation. Consequently, I strongly support this Bill.

Jacob Epstein, Professor

STATEMENT TO BE INCLUDED IN THE RECORD OF THE HEARING ON S.J. RES. 138

I believe in public schools. Although it is sadly true that the level of our public education is abysmally low, the tide can be turned. It will take a complete re-structuring of our education system, and the very heart of that system is teacher education.

The poor quality of public education is directly attributable to the lack of educated, competent teachers in our schools. The details of the weaknesses in our present mode of teacher training are well described in the proposal. I can verify each of them.

I fervently hope that the Senate, recognizing the urgency of the situation and its implications for the future of our country, will act at once to establish the NATIONAL COMMISSION ON TEACHER EDUCATION.

I strongly recommend that the Commission not be composed of members of the education community. They are the ones who have put us where we are!

I speak from a vantage point outside of the education community--as college teacher (lecturer); wife of a university professor of mathematics, the latter involved for many years in attempts to incorporate at least one math department course into the education curriculum; a parent who removed her children from public school; private school headmistress (15 years); presently tutor and teacher-trainer in English phonics. Associated with The Reading Reform Foundation of Scottsdale, Arizona.

Margaret B. McConnon

Margaret B. McConnon

6/1/84

TESTIMONY TO THE SENATE EDUCATION SUBCOMMITTEE

June 7, 1984, Regarding S.J.RES. 138

The NATIONAL COMMISSION on TEACHER EDUCATION ACT

Senate.1,M3

Chairman Stafford, Mr. Zorinsky, and members of the Subcommittee:

It is with a mixture of emotions that I submit this testimony: Pride, humility, fear, and hope: Pride to have the opportunity to be heard on a crucial issue which has been dear to my heart these past thirteen years; humility in the realization that others with greater knowledge than I will certainly be speaking on this issue; fear that our educational system has for two generations sufferred at the hands of incompetents and has dealt our national intelligence a grievous wound; hope that attention at your level will catalyze a corrective course before that wound prove fatal.

The move to study teacher education is very necessary since some of what goes on therein is useless, misleading, or downright fraudulent. These are strong words, and I wish to substantiate them through describing recent experiences and observations during my participation in teacher training, and operation of a learning center for basic skills. Also appended is a brief bibliography. I have sat in classes where methods for diagnosing and correcting learning disabilities were being taught which I knew (from outside reading) had no validity. I have tested certified teachers and found their basics grossly deficient. Administrators deserve their share of responsibility and their share of scrutiny as well, since they make decisions about pupils based on teacher recommendations, and manage what teachers do.

Please permit this brief bio to clarify my perspective in matters educational. I am an engineer turned educator, which gives me a unique viewpoint on the way public education operates as a "system." (In my opinion, they need a megadose of system engineering!) My engineering education was at Worcester Polytechnic Institute (Class of '46), and I have worked on radar systems for over 25 years (currently at Sperry). I am a Licensed Professional Engineer in New York, and hold one US patent. After acquiring a franchised learning center 14 years ago, I earned a master's degree in education at C.W. Post College plus sufficient graduate credits to receive permanent NY teaching certificates in secondary math, physics, and general science, elementary education, and special education. As a part of the C.W. Post program I taught math as a student teacher for a year in a nearby public high school. Because of my outside studies and interest in special education and reading, I served for two years as an adjunct professor in the Department of Special Education and Reading at C.W. Post. (More about this experience below.) I have also been active in parent organizations such as SEPTA (Special Education PTA, County Council V.P., 2 years), and currently serve on the board of directors of local units of the Orton Dyslexia Society, Reading Reform Foundation, and the Feingold Association for hyperactive children.

An article and several letters of mine have been published in the Journal of Learning Disabilities, and Newsday, one of which drew an approbatory letter from New York Regents Chancellor Emeritus Theodore Black. My present full- time job is that of an engineer at Sperry Electronic Systems, Great Neck, Long Island; the operation of my learning center is now a part-time activity with assistance from several teachers. In the business community, I serve as the Sperry representative on the education committees of the Long Island Association of Commerce and Industry (LIA), and of the Long Island Forum for Technology (LIFT).

The essence of my viewpoint on teacher education is that it needs to take some pages from the

books on the training of engineers. Educators need to study the work of all significant educational thinkers and researchers and understand the professional contributions thereof. Teachers may not need to be research- oriented, but they need to understand research- verifiable knowledge, and how to apply it. In the area of the teaching of reading, for instance, the predominance of the empirical evidence and the coherent theories of language acquisition favor a structured phonetic approach as a first primary step. Yet, Dr. Rudolf Flesch points out (Why Johnny Still Can't Read, Harper & Row, 1981) that four out of five U.S. schools are doing quite the opposite ("sight," "look-say", "whole- word," "psycholinguistics"). In my 14 years of directing a learning center I have dealt with over 2400 students on an individual diagnosis and prescription (mostly remedial) basis. I see at all levels, K - adult, the damaging effects of poor teaching and administrative practices, and feel that most of my students would not be remedial had they been taught properly in the first place. (See Mosse chapters on "Sociogenic Reading Disorders")

There appear to be two influences at work: Inadequate teacher education, and publishing industry interests.

The Publishers

Educational publishing dollar volume runs into hundreds of millions of dollars annually, and employs many educators as authors, editors, and consultants. A recent past president of the International Reading Association (IRA) is on the editorial board of one of the publishers which Rudolf Flesch cites in his (above mentioned) book as one of the "Dismal Dozen," who write "look-say" books and profit from the status quo. You may recall that President Eisenhower warned us against the undue influence of the "Military-Industrial Complex;" here we see evidence of the handiwork of an "educationist-publisher complex." In defiance of the mountains of test data showing early-phonic-emphasis methods to produce superior results, the reading establishment, in collusion with segments of the publishing industry, has derided "phonics" into being a dirty word, instilling an "anti-phonics" panic among educators, who otherwise should be able to read their own statistics and apply their own best learning theories. In the publishing of "look-say" sight-word readers, they have found a money tree which sprouts increasing demands for new books written to controlled-vocabulary readability formulas, science and social studies texts rewritten to lower and lower readability levels, and a host of "special education" materials for the "reading difficulties" spawned by the system. Mary Bingham, a director of the Council for Basic Education, in reviewing Dr. Flesch's book (May,1982), stated it cogently: "The fact that many of the educators who stump for look-say and inveigh against phonics are themselves editors of look-say primers reveals a conflict of interest so gross, so scandalous, that it would not be tolerated in any organization with a shred of reputation."

Publishers' complaints in this situation are that they are selling what educators ask for, and that more attention is being paid by educators to factors like sexism and ethnic balance than to instructional value. A vexing operational problem for some is how to deal with the unified text-approval practices of some large states, notably Texas. Some publishers have printed two versions of a major series, one for Texas, one for the rest of the country. Some have modified their nationally published texts in order to be on Texas' approved list. There are anecdotal reports of much wining and dining of text selection committee members in states where unified approval is practiced.

Professional Educator Training

The usual concept of a profession is that it is a field of vocational endeavor with a foundation of scientific theory which explains, unites, and guides daily practices. Successful practice is

generally contingent upon proper application of theory in one's actions and decisions. New ideas/proposals are examined in the light of theory and past relevant experimental validation studies. Whenever any new discovery or research implies a flaw in the existing theory, it gets a lot of attention until such time as indicated revisions can be made to re-establish confluence between theory and practice. Persons outside of education tend to assume that education operates like a profession, and trains its novices accordingly. From my perspective, however, I see much that persuades otherwise, and raise the question of whether it qualifies as a true profession.

In the teacher training to which I was exposed there was little discussion of developing an educational strategy on the basis of some theory and evaluating the outcome of such. In studying the history of reading instruction as described above, there is more to suggest ignorance/rejection of theory than its application. In the special education field, the disconnection of theory from practice is even more bizarre. Dr. Gerald S. Coles' monumental research treatise on learning disability tests ("The Learning Disabilities Test Battery: Empirical and Social Issues," Harvard Educational Review, August, 1978) found NONE to have proven scientific validity for identifying something called a "learning disability." The alarming effect of that paper is that it has had no effect! In the six years since its publication there has not been one serious rebuttal - - but special ed "professionals" continue to use the tests to manipulate the lives of children, supposedly in conformance with PL94-142 (Education of the Handicapped) and PL93-112, Section 504 of the Rehabilitation Act of 1973, which requires scientific validation of any tests used to determine access to programs (par. 84.35(b)1).

My conclusion from these and related observations is that too many educators ignore their own profession's best research, and are treating fervently-held opinion with the same reverence as scientific fact, and have been doing it for so long that they have lost the ability to tell the difference! This is connected with insufficient training, and accounts for the "mindlessness" which Silberman (Crisis in the Classroom, Vantage, 1971) described, and for the frenetic flitting from fad to fad which too often upsets without upgrading. Dr. Carl Pergolizzi, a 30-year teacher and department chairman, writing on "A Teacher's Responsibility," (Newsday, 1/27/82) expresses this set of connections elegantly:

> ". . . during the 50's when the "look-say" approach to reading embarked us on our present course for total student illiteracy, where were the teacher outcries? Then, in the '60's, when linguistics was king and when "grammar" was a dirty word, where were the denunciatory letters? And when that ultimate abomination called "modern math" was inflicted on our youth, where again was the condemnatory rhetoric?
>
> "I do not mean to imply that there should not be provision for experimentation in education; however, teaching is the only profession where sweeping, revolutionary changes in approach and content are effected without prior verification of worth. Once adopted, these changes often persist despite categorical evidence of their inefficacy and/or downright destructiveness.
>
> "Instead of decrying repression by the "establishment," teachers must realize that it is they who constitute the true establishment, and that it is their sheep-like adherence to bad doctrines that played a significant role in this tragic drama."

Ever since my learning center has been open, the hiring and training of new teachers has required familiarizing them with a lot of special teaching materials spanning all pre-college levels of reading and mathematics. I shall never forget the shock and disbelief felt by my

wife and myself at a time we were orienting a recent graduate of a well-known teachers' college, clutching a brand new teaching certificate, and we realized that she had a reading level of about seventh grade! Since that time I have seen and heard worse. Many resumes and letters of application I receive have serious grammatical faults. In interviews, when I ask an elementary-certified teacher about the highest level at which she could help a student with math, I frequently get the reply, "Oh about fifth, maybe sixth grade." "What about Algebra?" I ask. "Oh, no. Math was never my strong point." If these are the mentors who are giving our children the proper mindset for algebra and beyond, I understand why I get so many secondary clients who cannot do fractions. In the reporting of 1982 SAT scores, the College Board reported that education majors scored among the lowest of averages for SAT math and verbal scores.

My own experience with training teachers in a college began on a February Saturday morning when I received a call from one of my former professors asking if I would start teaching a six-credit course in the materials and methods of special education. "When?" I asked, my ego entering orbit. "Monday morning," he replied. Gathering up some props I hoped would get me through the first session, I embarked on my career (so I thought) as an "adjunct professor of special education and reading." There were no syllabus specifics other than the terse entry in the catalog. There was a textbook that had been used last semester, but was out of stock at the bookstore. I was on my own. Other faculty members reassured me that these special ed seniors were "the cream of the crop," and that I would have no trouble.

There were only nine students, mostly oriented toward pre-school or institutionalized teaching situations, and somewhat vague as to just what it was they were going to teach their charges. Believing that they would need to be be prepared for job openings in elementary and secondary resource rooms, I embarked on a plan to give them ways to teach the basics of reading and arithmetic up to the level of the diploma competency tests. Multisensory phonic reading methods, of course, along the path hewn by Dr. Samuel Torrey Orton, spiritual legator of the Orton Dyslexia Society, and one of the pioneering contributors to what is now special education. Then came my next shock: They had never heard of Orton! Or Traub, or Slingerland, or any of the current legendary names in the special teaching field! Moreover, about half of them had not learned reading by phonics and had no idea of vowel sounds. Some were quite shaky in math also, and complained that they were planning to work in places where the students would not be expected to learn skills of that high a level.

They routinely wrote up their experiences in observing special classes at nearby schools. Some of the writing was good, some of it was poor. The big writing assignment of the semester was a review of a relevant book (or a portion thereof) of each one's own choosing. That was the cutting edge which caused one student an "incomplete," as her writing was flatly unacceptable. It wasn't that she couldn't write a coherent paragraph; she couldn't write a coherent sentence! Every one contained a subject-verb disagreement or an unwarranted shift in mood, tense, or person, or pronouns without proper antecedents. I made the final exam "open book," to reduce the memory load, but there was grumbling about "having to look up all that stuff." On the final exam there were two failing grades, one writer of which seemed to be answering the wrong questions, as if he were misreading. There were, however, two grades in the 90's and a reasonable distribution in between. My department chairman agreed that the distribution indicated that the exam was reasonable, but I was shocked at his counselling about policies on failing seniors. "The policy is that there is no policy. You do whatever your conscience dictates." "How did they get this far? Why do I have to be the bad guy?" "Somebody has to do it."

There was yet another shock. I had heard claims by one dean that their program was

"competency-based," although I didn't know how he meant it. On the last day I found out: Each student marched up to me with a form (I had not seen before) listing all the "competencies" he was supposed to have as a result of taking this course, and I was expected to sign my name to that effect. The list was impressive, containing testing and teaching strategies which had never been mentioned in the catalog or in conversations with the chairman (and obviously not covered in the course), and that would have taken a good two years to establish. After some questioning of colleagues (chairman was unavailable), it seemed that I was expected to sign them, so I did, but the discomfort of doing so has never left me. All my questions probably assured my never being asked to teach the course another time.

About the same time as the above teaching experience was unfolding, a client in my learning center was making an impression. He was a man of about 23 seeking help in grammar. My usual prescriptive procedures indicated that his vocabulary was about junior high school level, and his reading comprehension about fifth grade. His general knowledge was marginal: Concerning a reading passage about a ship putting out from Boston the question was asked, "On what ocean did it begin it's journey?" He scratched his head and said, "Er - the Pacific?" The relevance of this incident to the topic at hand is the reason he wanted the grammar help: It was for writing themes on a master's level in a nearby State-University teacher-training program, having already received a bachelor's degree and a teaching certificate in social studies! He was grumbling about not being able to get a teaching job, but I was offerring a silent prayer of thanks for the discrimination of department chairmen.

In statistical theory, when testing large populations of anything by sampling procedures, the information obtained will be reliable only if the sample taken is large, or if a small sample is very consistent. I know from having met good teachers that there are some good teachers out there, but I believe from the consistency of my other samples, that the system does not guarantee that a credential means competence, or even the potential to achieve competence.

Mathematics Teaching

Everyone knows that math is a hierarchally structured subject: You learn to add before you subtract; you learn subtraction and multiplication before you can divide, etc. The broader spectrum of the hierarchy is not understood or applied by many teachers and school systems. To wit: subtraction with "borrowing" or "regrouping" was taught to me in terms of strictly mental operations, i.e., I was not allowed to write any extra notations on the paper. Contrast this with the various levels of auxiliary marks I have seen children using as part of their school- mandated processes:

12345	11 2 13	11 12 13
-6789	12345	12345
5556	-6789	-6789
	5556	5556

Children tend to stay with what they learn first. Not only are the marked regroupings a time-consuming procedure, but can you imagine what it's like trying to do long division when every subtraction operation is like one of those at the right?!

Fractions is another key set of skills and concepts at which my learning center spends more time than any other math item, because it is so poorly taught by elementary schools. Common fractions form the basis for understanding decimal fractions and percentage (where the understood denominator is 100). Also in algebra and trigonometry, the fraction is used commonly to express inherent relationships, which I find become incomprehensible to students who have been pushed through the system without being competent in fraction manipulations.

These situations arise, I believe, because elementary teachers are frequently weak in math to the point where anything beyond 5th - 6th grade math is not able to be considered in their thinking of what skills and attitudes they are building in young children.

Nutrition and Learning

Teachers need to learn about nutrition as a factor in learning ability. Not only do teachers not counsel kids on eating healthfully (avoiding "junk- food"), but some are known to give out sweets as rewards, and then wonder why their kids are overactive and concentrate poorly after lunch. There was a local situation where a teacher actually interfered with the dietary management of a child who was on the Feingold Diet (of which she knew nothing) by giving him sweets and telling him not to tell his mother. She even filed a child- abuse report on the grounds that the child was being deprived of interesting food! She was complaining to the mother about the child's poor concentration in school, and the mother was frantic trying to fathom why previously successful dietary controls were not working! (P.S., the school is being sued!).

Discipline and Learning

In the many complaints about discipline problems in schools, little note is being taken of the psychological truth that learning is an enjoyable experience; not "should be," IS. The chicken- and- egg relationship between learning and discipline is being largely ignored. In my opinion, most of the discipline problems are the result of kids spending too much time in non- learning situations to where they are bored or frustrated much of the time. Careful study and optimization of the factors which promote learning will show the way to solving the discipline problem. The psychotherapeutic value of a successful learning experience is being grossly underestimated. Schools where learning- oriented management (e.g., Network for Outcome- Based Schools) has been instituted have experienced marked reductions in vandalism and discipline problems.

Accountability

When a tenured teacher can flout the wishes of the administration, the community, and the needs of the children, there has to be something wrong both with the system management and the preparation of the teacher. The education profession is the only one wherein the operator grades his own work, and blames all failures on the raw material, the client, the victim. At most he/she may have to be observed by a principal or supervisor to see if she "goes through the proper motions" of teaching. God forbid his/her performance should be judged by the outcome! How much did the kids learn? In the real world everyone's work is graded by someone else in terms of outcomes. While accountability must be shared by the system management and not invoked solely upon the individual teacher, teachers must be trained to work in a system where results count, tests are properly constructed, and their results used effectively, and feedback of all kinds is used to keep correcting the system. The teaching- learning street is two- way! When a child is not learning as expected, it is a violation of his rights that all investigations are generally aimed at him (the victim) with no consideration of possible contributory imperfection in the professional. Only by examining teaching methodologies will we be able to begin changing those things which we can change, and pursuing the grace to accept that which we cannot change! The distribution of learning styles in our children.

Thank you for allowing me to present the above material.

Charles M. Richardson

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C. M. Richardson

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Statement in Support of S.J. Res. 138, the National Commission on Teacher Education Act

Submitted by Dr. Malcolm B. Campbell, Professor of Education, Bowling Green State University, Bowling Green, Ohio 43403

The establishment of a National Commission on Teacher Education is long overdue. In the current national debate on the future of American public education, a debate triggered largely by a spate of reports on public education initiated by the Paideia Group in 1978, and concluded in January, 1984, with the appearance of the National Association of Secondary School Principals and National Association of Independent Schools-sponsored A Study of High Schools, critiques of teacher education mirror the glib criticisms which have bedevilled pre-service and in-service teacher preparation programs from their inception in the nineteenth century. At the end of that century James Earl Russell, then head of Teachers College, Columbia University, urged that the components of teacher education include general culture, located in interdisciplinary study; special scholarship, denoting expertise in a specific field of knowledge; professional knowledge, centered on the study of human development and theories of teaching; as well as the formation of technical skill, largely directed at the creation and utilization of appropriate learning environments (see James E. Russell, "The Function of the University in the Training of Teachers," Columbia University Quarterly, I (1898-99), pp. 323-342, and a restatement of Russell's view on teacher education in Lawrence A. Cremin's The Education of the Educating Professions. Washington, D.C.: American Association of Colleges for Teacher Education, 1977, pp. 18-22).

Without in any way seeking to prescribe or restrict the terms of reference of a National Commission on Teacher Education, a few caveats are in order. Twelve years ago, a Committee of Inquiry on Teacher Education and Training in Great Britain fashioned proposals within the context of two principles: proposals were geared to swift implementation in an immediate future of two decades and, secondly, Committee recommendations were designed to reflect and to enlarge "the status and independence of the teaching profession and of the institutions in which many teachers are educated and trained." In the Committee's view each principle was subservient to the assumption that the interests of children and students take precedence over the interests of institutions and the teaching profession (Department of Education and Science, Teacher Education and Training: Report by a Committee of Inquiry appointed by the Secretary of State for Education and Science, under the Chairmanship of Lord James of Rusholme. London:

-Her Majesty's Stationery Office, 1972). With due regard for the different patterns of teacher education institutionalized in Great Britain and the United States, the assumption and two principles enunciated above should guide and inform the thinking of a National Commission on Teacher Education.

While Senator Zorinsky's bill (S.J. Res. 138) to establish a National Commission on Teacher Education refreshingly eschews the creation of national policy on teacher education, a note of caution concerning Commission membership is in order. In building membership largely on representatives of business and industry, local school boards, and parents, the Commission membership base remains unduly restrictive. Elsewhere, David Tyack and Elizabeth Hansot remind us that a constituency for public education is created by means other than exclusive coalitions of educators and parents. As they state, "The best case for public education has always been that it is a common good: that everyone, ultimately, has a stake in education." (David Tyack & Elizabeth Hansot, Managers of Virtue: Public School Leadership in America, 1820-1980. New York: Basic Books, Inc., Publishers, 1982, p. 260) While it is patently absurd to suggest that the sixteen members of the Commission be chosen from "everyone," it is equally fallacious to restrict membership to those outside of the education community. As a consequence, this restriction would negate possibly contributions to the Commission's terms of reference which members of the education community who have studied the successes rather than the pathologies of public education could make (the late Ronald Edmonds, John Goodlad, and Sarah Lawrence Lightfoot come to mind in the United States; Michael Rutter in Great Britain).

Moreover, as Stephen K. Bailey has argued persuasively, the creators of new proschool coalitions or, to use the phrasing of Tyack and Hansot, "a new coherence and community of commitment" in public education need to be other than journeymen politicians responsive to majoritarian interests:

> They must be artisans-perhaps artists- who can see education's place in the national tapestry, and who can weave local and parochial interests, as well as the nation's golden (if tattered) thread of noblesse oblige, into an original and compelling grand design." (Stephen K. Bailey, "Political Coalitions for Public Education," Daedalus, Vol. 110, No. 3 (Summer, 1981), p. 42.)

Teachers stand at the very center of this "grand design" for the support of American

public education. Thus, as J. Myron Atkin has stressed, the question of who teaches is an issue of paramount importance nationally (J. Myron Atkin, "Who Will Teach in High School," Daedalus, Vol. 110, No. 3 (Summer, 1981), p. 103).

The National Commission on Teacher Education Act highlights the need to accent academic subject expertise in teacher education programs, an expertise targeted at, but not limited to, increasing literacy levels in the United States. This emphasis is welcome. One would hope, however, that the Commission avoid positing instructional methods and psychological techniques as unworthy allies of academic content and subject matter in American teacher education programs. In seeking to avoid dichotomous and simplistic definitions of teacher education the Commission might well keep in mind the view of what constitutes education which Lawrence A. Cremin has found appropriate in his Carnegie Corporation of New York-supported three volume history of American education.

> I have found it fruitful to define education as the deliberate, systematic, and sustained effort to transmit, evoke, or acquire knowledge, attitudes, values, skills, or sensibilities, as well as any outcomes of that effort. The definition... acknowledges that behavior, preferences, and tastes are involved, as well as knowledge and understanding (Lawrence A. Cremin, Public Education. New York: Basic Books, Inc., Publishers, 1976, p. 27).

We urgently need, to borrow Stephen K. Bailey's phrase, "an original and compelling grand design" of teacher education in the United States, a design which will embrace Lawrence A. Cremin's definition of education. For it is largely within such a definition of education that the broader questions of a teacher's influence are located.

> Are they (the teachers) personally fair? Are they courteous? Are they honest? Are they people of principle? What interests do they have? Are they stimulated by ideas? What do they reflect to the children about a society's values and priorities?...If a teacher is unprincipled, the child learns that the society countenances unprincipled behavior. If a teacher is personally courteous to children, the youngster learns that civility is valued (J. Myron Atkin, op. cit., p. 103).

Should programs in teacher education and training attend to these matters?

The National Commission on Teacher Education hopefully will receive Congressional authorization and funding. The Commission's terms of reference must include attention to those dimensions of teacher education in the United States charged with the responsibility of transmitting and/or evoking the sensibilities referred to in Dean J. Myron Atkin's statement quoted above. The Commission's findings are eagerly awaited.

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TESTIMONY PRESENTED TO A CONGRESSIONAL SUB-COMMITTEE ON EDUCATION, ARTS AND HUMANITIES regarding: S.J. RES. 138 on TEACHER EDUCATION

Prepared by Ann Mactier, member of the Board of Education of the Omaha Public Schools ~~and~~ to be submitted to the committee June 7, 1984

A major problem of our current educational system in the United States is that for two or three generations now very few of our children have read our classical English literature. The result has been that many of today's admininstrators, teachers and parents are themselves not acquainted with much of this literature. Understandably, then, some of them do not look upon it as necessary for our children, important, or even possible. Many of today's grandparents were much better served in their public school days.

The current lack of elementary teachers with literary backgrounds is something that very much needs to be corrected.

Another major fault of our teacher education system that needs to be corrected is the way we are teaching our children to read. Our teacher colleges are teaching our reading teachers methods that are making the learning of how-to-read unnecessarily complicated. This messing up of the teaching of reading is a serious failing, for

which our teacher colleges should be held responsible. Because of it, they have been able to build huge, self-serving industries in:

1- remedial reading systems;
2- diagnosis of individual learning deficiencies and the drawing up and administrating of time-consuming and unnecessary individual education plans;
3- learning disabilities;
4- education of non-readers in ways that do not require require the ability to read;
5- education of the emotionally disturbed;
6- education of the behaviorally disturbed;

These industries are wasting uncountable dollars and are growing every day. They are costly, and the cause of the need for them has been highly damaging to our country and many of our childen.

The failure of our schools to teach so many to read and write easily and enjoyably is also keeping many from falling in love with learning and academic work. This is a waste of life and a great shame.

Marva Collins' four year olds learn to read by Christmas, all of them. Well-taught, they all can, and they all want to--want to learn to read as quickly as possible. That's what they come to school to do. There is no need to spend years teaching children how to read. Yet, that is just what most of our schools are doing.

They are making elementary school a place to learn how to read, not a place to read, not a place to read provocative and challenging material. Why are our schools taking so long getting children to read books?

I believe the root of the problem lies in an underlying, basic theory on which teacher college methods of teaching reading are based. The theory says that children who learn the code of the spellings for the sounds of our language to the point of automaticity before they start to read will not understand the meaning of what they are reading.

The theory says that children will not understand the meaning of what they are reading if they know how to sound words out, because they will then not have to look at the context of what they are reading to figure out words they do not recognize. This theory seems a little insane to those of us not educated in teacher colleges. But virtually all our teachers have been taught this, and a lot of them believe it. It is a theory that is utterly false.

Like all false theories, it complicates instead of clarifies, and it doesn't work very well. It should have been discarded years ago. But it wasn't. Teacher colleges are still teaching it. And since theirs is the job of putting the teacher education courses together, and theirs the job of setting the requirements for certification, all teachers get indoctrinated in this silly theory. And the tax payers make up teacher college deficits, and school

boards pay salary increments for teacher college credits earned. With so much money and so many jobs depending on the theory, the cards are all stacked in its favor, and one can see why it has survived so long in spite of being so wrong. One can also see why, for the same reasons, the teachers who know how to teach all children to read in a few months time--the Marva Collins, the Romalda Spaldings, the Oma Riggs--work on the side lines, ignored, unfunded, despised, and ridiculed. They stand by, virtally powerless, while the huge education growth industries thrive--on federal and other tax funds.

I refute the theory that says that children who learn a phonics code first and well will not comprehend what they read. I refute it on the grounds that it is nonsense. Let us look at it.

The theory ties together as though they were the same, two things that are completely different. Reading is a skill. When a simple, clear method is used effectively, teaching children how to read is a relatively simple thing.

Comprehension, however, is a very complicated concept. It may be described as the gaining of understanding by individuals through inner experience and growth. Comprehension involves reading, writing, thinking, maturing--all kinds of experiences. It spreads out in infinite directions and continues throughout life. It is not taught so much as gained by each individual for himself.

Our one hundred and fifty years of mixing inextricably together in theory the skill of reading and the complicated task of comprehension has made the teaching of reading unnecessarily complicated and has exacted a terrible price of many children of our country in loss of years of reading and learning, in loss of confidence and pleasure, and in loss of growth and development.

The beneficiaries of this mixing together of these two totally different things, if there have been any beneficiaries, have been members of the educational establishment, who even today accept no responsibility for throwing out the worthless basic theory.

The government must stop subsidizing it and stop subsidizing the educational growth industries it has spawned. Elementary teachers must be quickly trained up in how to teach all children quickly and simply how to read. Elementary teachers must also be trained up quickly in knowledge of literature. They must be convinced that all children can read and understand and enjoy great literature, if the teacher enjoys it and teaches it effectively. And we must all accept the fact that children need the experience of the great stories, myths, epics, fairy tales, and classics of English in order to grow, as our culture has grown, to where we are today.

In mental development, as in physical development ontolgy must repeat phylogeny.

Marva Collins proves every day that children who can really read

can enjoy great literature. Her children, crowded into rooms of forty or fifty or more students, work actively and with interest for six hours every day, breaking only for lunch. They read their Open Court readers, which are full of the beautiful old stories that are the stuff of the origins of our culture. Only children who can really read can read these stories, but Mrs. Collins' children have no trouble reading.

They read out loud together the work of our greatest authors, read from Homer, Sophocles, the Bible, Shakespeare, Milton, on and on. They discuss what they read, discuss the heroes, the ideas, the choices men have had to make, problems they have had to solve. Then, every day, they write for ten or fifteen minutes on some idea about which they have read and talked.

The children have been taught grammar and spelling. They make few mistakes, so correcting their papers doesn't take much time. The papers are short, but the content is sophisticated, sometimes profound, always something more than "What I Did on My Summer Vacation." These children are at home with sophisticated conversation and sophisticated literature.

They are not learning disabled, or emotionally disturbed, or behaviorally disturbed, or in need of remediation. They can all read, and write and recite and verbalize easily. Yet, many of them come from homes that are below the poverty level.

Their teachers are not wasting time filling out individual education plans or diagnosing trivia. They are teaching children, teaching them vocabulary at the college level, teaching them poetry, teaching them how to think and write and talk on their feet.

And the children are reading. Their homework consists of reading a book every two weeks and reviewing the spelling words and poetry they have been taught in class.

But most important, I think, they are reading the great old literature of our language. They are developing personally as our culture developed.

Very few of our schools are carrying on as good a program as Marva Collins is carrying on on Chicago's West side. But there is no good reason why they can't be. She is giving a much better education for much less money than most of our schools spend. We should follow her lead.

We should rethink our ideas of what children are able to do and what they can enjoy. We should expect much more of them than we do, expect more of our teachers, too. Mostly, what goes on in West Side Prep is just hard work. The world is not an easy place to live in. Life is not easy. School should not be easy either.

And, most important, we should discard immediately the harmful

theory that says that children who learn phonics will not learn to comprehend. Though old and outworn, it survives yet and continues to do much harm. Surely, if we all look at well at the theory, we will see that it is absurd and get rid of it once and for all, in spite of the powers that be. And we will set up methods of teaching reading that teach all children to read in a few months time and get them to reading and enjoying great literature again.

If we do these things, we will be able to start turning our schools around into vastly better directions and to give our children a better start than most of them are getting now.

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TESTIMONY RELATIVE TO SENATE JOINT RESOLUTION 138

Submitted by:

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May 28, 1984

TESTIMONY RELATIVE TO SENATE JOINT RESOLUTION 138

It has been said, with a fair amount of justification, that changes and improvements in public education are often fifty years behind the research. This truism has its roots in the conservative nature of our society, and its rationale in the vicious circles, catch-22's, and self-fulfilling prophesies that underlie decision making in the public and political realm. Add to this mixture the natural resistance most people have to change, and a prescription for frustration is certain to those of us in education who must deal with these painfully slow improvements in the way we are doing things for our children. In this testimony, it is this writer's intent to suggest some practical ways to break the cycles that depend on maintaining status quo, and to recommend solutions to some of the key stumbling blocks to progress in this business of educating our young people.

To begin with, it must be agreed upon at the outset that all social interrelationships are based on communications, and communications in our culture is founded upon the English language. The English language is the most highly evolved tongue in the entire history of civilization. It is a melting pot language, indiscriminately borrowing from and accessing other languages; it has the most extensive lexicon of all modern languages; it is widely used not only by its native speakers, but in worldwide business, industry, aviation, and international diplomacy. It is a singularly successful language whose flixibility has given rise to measureless potential in literature and science for cultures fortunate enough to claim it as their own.

Most Americans learn English as a cradle language, a fact which psychological studies support as having an almost organic relationship in how the human brain organizes and sorts its cognitive activities. There are studies that show how a grasp of a vocabulary of under one thousand most used words enables a person to function in any language, and further studies which show that by the time a child enters first grade, an understanding of twenty thousand or more words is not uncommon. The first great misfortune that befalls most elementary children is the fact that schools are organized to ignore this fund of communication potential, and to begin teaching children from the assumption that they first need to learn to crawl, when indeed many of them are mentally jogging to school on their first day. In this the schools are guilty of retardation in a transitive sense: it is the school that can retard the child, that shackles the child with assumptions, that blindfolds the child with a cloak of ignorance and indifference, that makes the child fit some vaguely conceived norm or pattern for the convenience of the curriculum.

The teacher is the crucial nexus of all formal learning for a child, and the degree to which the teacher is trained and told how to teach is the degree to which a child benefits from the learning experience. A teacher who does not recognize the scientific basis of learning, and worse, the teacher who lacks a broad, liberal, scholarly, academic background, is going to convey his or her own weaknesses to the child. This, then, becomes the first link to be reforged in our educational chain of events: strengthen the teacher, and liberate the teacher from the confining thinking colleges impose upon their trainees. At the same

time, the public schools' leaders need to recognize a responsibility to retrain themselves, to become aware of the details of what is going on in the classrooms. Too often administrators become trapped in megatrends, viewing their school systems as completed pictures of a jig-saw puzzle, and having no real idea of how to solve specific problems that the classroom teachers face every day. How many top level administrators are really aware of the extreme psychic tensions in a first grade classroom on the first day of school? As adults, our ability to repress our early bad experiences mercifully anaesthetizes us from the memories of the anxieties, uncertainties, and emptiness of being thrust into an unfamiliar and even hostile environment. Few adults do well 'n tense situations; imagine the stresses imposed on six-year-olds in their early school experiences. Yet if the cornerstone of schooling is improperly laid, the whole foundation will be untrue, and the structure later built on top will suffer.

Our schools cannot emphasize enough the importance of having our best teachers in those early grades, and having administrators totally committed to seeing that the foundation years have complete support for success.

Of all the skills we give our children in schoo', nothing is more important than their ability to access the English language. The dedicated teacher and the knowledgeable superintendent will provide the most intelligent and efficient reading system possible. Perhaps this is the heart of the matter, because a great debate over two chief styles of teaching reading rages across this country, and has for decades. Each side has its proponents and its champions, and it is an amazingly mismatched battle, a paradoxical war where the majority style yields the

clout of economic superiority born of economic entanglements between authors, publishers, and teachers' colleges, and the minority battles back with its record of actual superiority in teaching effectiveness. Therefore, it is vital that there be a clear understanding of these two systems so that rational, dispassionate and well reasoned decisions can be made by our schools, through our teachers, and for our children.

One system of teaching reading is called the sight-word system, and all its variants notwithstanding, such as linguistics, whole-word approach, mis-cue theories, and psycholinguistics, it involves teaching children to memorize words. The other system teaches children to read by decoding the words from the sounds letters make in them, or the phonics approach. Let's look at a simple analogy to illustrate how these systems work. Most people have no difficulty reading, understanding, and using large numbers. When faced with the number 515,673 it is easily read, readily understood for its magnitude, and the position it occupies on the whole number scale is obvious. It is important to realize how we know that number's nature, size, dimension, and characteristics. No one taught us to memorize it back in grade school; no one taught us to memorize the 515,672 whole numbers that come before it. We did learn about the ten components of our counting system, the nine numerals and the zero, and we learned the rules for place value. There was a certain amount of memorizing involved, but memorizing several dozen facts about numbers is a far cry from memorizing over a half million individual numbers.

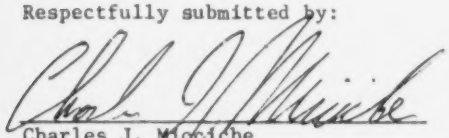
Applying that analogy to reading, the logic and internal consistency of one system becomes ridiculously obvious over the other. The English

language, with several hundred thousand words (eighty-five per cent of which are "regular" in spelling), is a phonetic language. It can be taught to children and learned most easily not by making them memorize each of the hundreds of thousands of words, but by memorizing the sounds that letters make in the words, and the rules which apply. This isn't as easy as learning the number system: instead of ten units, there are seventy sounds, or phonemes, and about thirty rules for their use. So an elementary child must be taught one hundred "facts" to have a grasp of de-coding most of the English words he will ever encounter. There is an old Chinese proverb that sums this up: Give a man a fish, and he eats for a day; teach him how to fish, and he eats for a lifetime. Phonics is a life-time skill. These solutions to some of our critical problems are simple in concept, but labyrinthine in resolution. A veritable Gordian Knot confronts the crusader who would bring about changes: hide-bound traditions; administrators far removed from classroom realities; teachers trained by colleges whose staff write books for publishers whose stockholders are more concerned with dividend checks than with children learning to read; extensive inventories of look-say textbooks in schools that would be hard for a lay school board to "explain away" to taxpayers if their relative worthlessness were exposed and admitted to; all of these conditions conspire to prevent change, to maintain status quo, to channel education in its cozy little ruts, and to keep some parents fretting about why Johnnie still can't read or fill out an application form.

If anything can be done, common sense demands that the three cornerstones be dealt with first; the rest of the structure will then

be on a good foundation. First the nation's teacher training institutes must begin to teach teachers how pure phonics works as a reading system in the early grades. Teachers must have an environment where they can operate with a sense of intellectual skepticism, and not be ruled by biased, self-serving interests. Second, school superintendents must retrain, at least to the point where they know and understand the real dynamics and psychology of teaching and learning to read in the early grades. This cannot be left up to subordinates. Third, public relations efforts and reasoned dialogue must occur to educate the school boards and parents of our towns and cities to the need for those appropriate changes in the schools, for stepping up out of time-honored ruts, to move from country lanes to modern expressways. We cannot afford complacency. The child born in 1984, that Orwellian year many came to dread and now laugh at that it is here, that child will still be in high school by the year 2001, Mr. Clarke's visionary year that few of us are prepared to face. We cannot afford to stay with horse-and-buggy traditions on today's roads. We cannot afford to squander the moral imperative future generations demand we honor: John Dewey once said, "Civilization must be born again in each generation, and education is the midwife". The terrain of the present landscape of learning is imperiled enough; the landscape of the future demands the most careful, most thoughtful, and most courageous planning we are capable of as a nation.

Respectfully submitted by:



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May 28, 1984

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Testimony by the
INTERNATIONAL READING ASSOCIATION

ON

S.J. RES. 138

the Senate committee on
EDUCATION, ARTS AND THE HUMANITIES

June 7, 1984

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INTERNATIONAL READING ASSOCIATION
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The International Reading Association (IRA) is a professional organization of 55,000 members, 1100 state, local and national councils in more than 80 countries. The IRA has been and continues to be concerned with the quality of the education children and adults receive. S.J.Res. 138, a Joint Resolution to establish a Commission on Teacher Education, provides a vehicle for the clarification of a number of issues relating to reading and to the education of teachers.

Reading is not a unitary process or behavior. Phonics is a critical part of the reading process. The ability to associate sound to symbol is one of many elements that makes for a successful reader. Just as phonics is a part of reading, so is comprehension a part.

The International Reading Association is dedicated to reading and literacy. There are many problems with reading education in the United States: There are many teaching reading with little knowledge of reading. There are children being taught to read with few books available to further develop the reading habit. And there are those who are trying to avoid the complexity of the issue by seeking a simplistic solution.

The International Reading Association believes that there is no single method or approach, nor any one set of instructional materials, that has been proven to be most effective for all children. Indeed, the complexity of the teaching of reading is illustrated by looking at the Kurzweil Reading Machine, which can audibly "say" the words from a written page. Does this ability to call words constitute reading? The complexity of reading can be further demonstrated by analyzing the National Assessment of Educational Progress (NAEP) report on reading achievement. The NAEP studies have found that reading on the literal level has been improving in the majority of students in the nation's schools. However, the majority of high school students are not learning how to read inferentially.

The testimony that follows is a discussion of reading and phonics. The International Reading Association is not anti-phonics. It never has been and never will be. The IRA is for reading and literacy.

PHONICS: WHAT IT IS AND WHAT IT IS NOT

In the elementary school classroom, phonics is an approach to the teaching of beginning reading that stresses the sounds that letters represent. Children who know the symbol-sound associations for letters can use the sounds for the letters in an unfamiliar word to get the whole word sound and, hence, read a word that they have never seen before.

As mature readers, we immediately know almost all of the words that we see in print and we read them without thinking about the sounds for the letters. It is only on the rare occasions when we come to a printed word that is unknown that we, as mature readers, need to stop and think about the sounds for letters or groups of letters to figure it out.

Beginning readers, however, do not know instantly a large number of words. Most children entering school for the first time may know a few words, such as their names or "MacDonalds," on sight, but a printed page is generally just a mass of meaningless, black squiggles to the beginning student.

To get some feel for the job that confronts a beginning reader, try to read the following word that is written with "phony" letters -- letters that are unfamiliar to you just as our regular alphabet is largely unfamiliar to a young child.

Your predicament is much like the beginning reader who is confronted with a word that is unknown. You need help.

One important aid for you would be the sound that each of the letters stands for. You could then figure out this unfamiliar word and, if you did not remember it the next time you saw it, you could figure it out without help again. After reading the word a number of times, you would recognize it instantly, just as you now instantly recognize most words printed in the regular alphabet.

Teaching children the sounds that letters stand for is one important part of all good programs that teach reading. Beginning in kindergarten or first grade, children learn the sounds for letters. They then have one tool to help them build their own house of reading -- to translate those meaningless squiggles into sounds and to use those letter-sounds to read words.

Although phonics relates to the forty-four or so sounds that the twenty-six letters of the alphabet stand for, a teaching program in phonics is more complicated than simply teaching the sounds. Students need some clues to decide among the several possible sounds that most letters may represent. For example, the letter a stands for different sounds in the words mad, made, and mare. It is not enough for children to know those sounds, they also need some generalizations, or "rules," to help them decide which sound a most likely stands for in each word. Teaching phonics, then, includes teaching rules to help children decide which of several sounds is most likely the correct sound

for a letter in an unknown word.

Because a complete phonics program is extensive, beginning reading is not put off until children have learned all of it. Most children enter school expecting to learn to read. Delaying reading for weeks, months, or longer while the bits and pieces of a complete phonics program are mastered would needlessly put-off beginning reading.

In most school programs, children learn phonics over a period of time. They may learn some phonics before they begin to read and then, using what they know, start by reading those words in which that phonic knowledge applies. As they read using these words, they learn more phonics to help them with still more words. While enjoying the pleasures of reading, children learn all of the phonic elements.

Translating an unknown printed word into the correct oral word is generally called "decoding." Just as government agents learn to decode enemy messages, children learn to decode the friendly printed language that will become such an important part of their lives.

There has been a great deal of intensive research on teaching children to decode. We know, for example, that children who learn at least some decoding before they begin to read are generally better readers than children who begin to read without this advantage.

We know which of the phonic "rules" are most helpful and

should be taught to children. For example, a former favorite of some teacher was, "When two vowels go walking, the first one does the talking." This was taught to help children with words such as beat in which the letter e stands for the so-called "long" sound and the sound for a is not heard. Recent research, however, shows that this rule is wrong more often than it is right -- that is, when two vowels come together in a word, the first vowel does not usually stand for its "long" sound with the second unheard. Research such as this has helped to improve the teaching of phonics and improve the reading achievement of our students.

There is also evidence that children will be better able to deal with unfamiliar printed words when they use the sense of the words they do know together with phonics instead of trying to use phonics alone. Let's use our "phony" alphabet word again to see how this works in a sentence in which all but one word will be familiar to you:

When I am thirsty, I like to drink □÷△⊢.

The sense of the sentence tells you that the word you do not know must stand for something that people usually drink. The sense helps you decide that the unfamiliar word is not likely to be shoe, cats, or any other word that does not make sense.

Now, let's see how you can use the sense of the sentence together with some symbol-sound relationships to read that unfa-

miliar word for yourself. We will teach you the sounds for two of the "phony" letters. The first letter, ⊓, stands for the sound you hear at the beginning of the oral word mine. The last letter, ⊢, stands for the sound you hear at the end of the oral word talk. Before reading on, use the sounds for the first and last letters, together with the sense of the rest of the sentence to decode the unknown word for yourself.

You now know that the "phony" alphabet word is the word milk. You did not need to give the sounds for each of the four letters and then put those sounds together to get the word. You used the sounds that you did know together with the sense of the sentence to read the unfamiliar word. The unknown word could not be meek or mock, even though they begin and end with the correct sounds, because those words do not make sense in the sentence. Since most unfamiliar words are met in a context of words that are already known, children learn to read most efficiently by using sentence-sense together with some letter-sound associations to decode.

Although good teaching based on scientific evidence about phonics is an essential part of any good reading program, phonics is only one part of total reading instruction. Children will never learn to read most efficiently in a program based on the view that phonics is all that they need to know.

For example, we have just seen how reading is much more effi-

cient when we use the sense of what we read together with phonics instead of just using phonics alone. Not only will children become better readers when they are taught to use sentence sense, they will also learn to understand what they read better, the true goal of learning symbol-sound associations.

Another weakness of a program limited to phonics becomes clear when we recall that phonics only helps the reader translate an unfamiliar printed word into its oral sound. That is an important skill when reading printed words for which the oral word sounds have meanings, such as milk. But as students grow, they will meet more and more unknown printed words for which the oral word sounds are also unknown. For example, children in the upper grades may come to such printed words as adduce and tort. Phonics may help translate those words to the correct oral word sounds, but if the reader has no meanings for those word sounds, there is no understanding. The goal of reading is comprehension -- meaning -- and a student who uses phonics to get the oral sounds for printed words is not achieving that goal unless there are meanings for those oral word sounds.

A teaching program relying on phonics alone limits students to reading and comprehending only those printed words that they would have meaning for if they heard them. That is too great a limitation. A complete reading program goes beyond phonics and also teaches students needed skills for developing unfamiliar meanings for words.

Another limitation to a phonics only approach is that a pure phonics program most often teaches children to give the sound for each individual letter in isolation and then repeat those sounds quickly, one after the other, to get the unknown word. This may work with some simple, one-syllable words. Unfortunately for phonics only, however, our students soon come to printed words that are not so easily translated into their oral word sounds by blending together the sounds for individual letters. For example, uh-el-uh-fuh-eh-nn-tuh does not readily translate into the oral word elephant, even when we know that the letters ph stand for the sound that the letter f usually stands for.

Because of this, children need to learn more than the letter-by-letter sounding common in a phonics only program. They also need to be taught how to deal with longer words that are decoded most efficiently by breaking them into groups of letters that become pronouncable elements in the total word. Our letter-by-letter breakdown of elephant did not take us very close to the correct word sound, but a breakdown into el-uh-funt will.

Probably more important than these decoding limitations of a phonics only program, however, is that it assumes the goal of learning to read is simply translating printed words into their oral word sounds. Even if there are meanings for the words, many vital reading skills go beyond simply translating a word into its sound and meaning.

Reading comprehension is more than word meaning plus word

meaning plus word meaning. A seven word sentence such as, "The child is father to the man," is not truly comprehended by adding together the meanings for each of those seven words. Students must be taught comprehension skills -- how to communicate with authors -- as well as phonics in a comprehensive reading program.

They must also learn other skills, such as how to question that communication so they fulfill the responsibilities of adult citizenship. For example, they should learn how to distinguish between a printed statement given as a fact and a printed statement that is opinion. And they must learn to evaluate the sources for opinion that try to influence their thinking. None of these is considered in a program that teaches only phonic decoding, but all must be covered in a complete reading program.

Unfortunately, some advocates of a phonics only program try to cloud the many issues by presenting a good guy -- bad guy split. The good guys are for phonics only; the bad guys do not teach phonics. They frequently contend that phonics is not taught in our schools and that all of our real or imaginary educational ills would be cured if teachers taught only phonics. Neither of these simplistic generalizations is true.

In fact, reading programs in today's schools do teach children how to read unfamiliar words and, with approaches based on research evidence, they insure that phonics is one important part of that program. These programs, however, are not narrowly limited to symbol-sound associations only. They also help children learn to use the sense of what they are reading as an important aid to decoding, how to read words that they have never heard before, and how best to comprehend, enjoy, and analyze what they read. A program that does not advance beyond phonics to the many other vital reading skills that students should learn is not fulfilling the promises of education in a democracy.

UNIVERSITY OF MINNESOTA
Office of the President
202 Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455

June 1, 1984

The Honorable Robert T. Stafford
Chairman of the Education, Arts
and Humanities Subcommittee
United States Senate
625 Hart Senate Office Building
Washington, D.C. 20510

Dear Senator Stafford:

I am writing with reference to the June 7, 1984, hearing that will take testimony regarding Senate Joint Resolution 138 to establish a national commission on teacher education. I have had the opportunity to review the Resolution and to consider its implications for both higher education and, more specifically, teacher education.

At the present time, I serve as President of the University of Minnesota. I am also Chairman-Elect of the National Association of State Universities and Land-Grant Colleges, and Chairperson for the National Commission on Excellence in Teacher Education impanelled by the American Association of Colleges for Teacher Education (AACTE) on behalf of Secretary T. H. Bell. It is from these perspectives that I write to express my concern regarding the proposed resolution.

I would like to raise three concerns with regard to Senator Zorinsky's initiative. First, the Department of Education, through the Secretary's discretionary fund, made available monies to AACTE to impanel a National Commission to a) describe the present status of teacher education, b) identify some of the problemmatic issues in teacher education, and c) make recommendations for the improvement of teacher education to persons in higher education, various levels of government, and the K-12 schools that have responsibility for the preparation and employment of teachers.

That Commission, which is a bipartisan effort to involve professionals, policy makers, and practitioners to enunciate reform strategies and proposals for teacher education, is a positive response to the call for excellence in education in this country. The Commission is in its sixth month of activity and is conducting hearings, commissioning papers, and setting an ambitious reform agenda for teacher education. I believe that a new effort would be redundant, given the quantity of work outlined for our Commission and the range of perspective and opinion included among its members. A listing of the members of the Commission is attached to this letter for your consideration.

The second concern I have with Senate Joint Resolution 138 is that it calls for an independent body of lay citizens to <u>investigate</u> a university-based program that is the responsibility of existing Boards of Regents that both set policies and assess outcomes. Senator Zorinsky's proposal calls for "a full and complete investigation of teacher training in the United States," determination of (a) the proper balance between courses in instructional methods and subject matter, (b) the extent of training now being given in the use of

psychological techniques unrelated to academic content, and (c) methods used to teach reading and the effectiveness of those methods, etc. Whatever the deficiencies of schools of education, those deficiencies will hardly be solved by a commission of outside interests impanelled to "investigate" the internal program and structure of Universities. I believe the resolution is not merely a frontal attack on schools of education, rather it is also contrary to the statutory prohibition of federal interference, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution. This is a matter of great concern to me in my role as a university President. Schools of education are accountable within the established university structure to an array of internal faculty and administrative bodies and ultimately to their respective lay governing boards. To have any commission bypass these groups in order to carry on an "investigation" of the character and structure of such higher education programs is an unwarranted intrusion into university affairs.

A third concern has to do with the statement of findings and the composition of the proposed commission. I believe the statement of findings includes many statements that are unwarranted and asserts a number of things which are either fallacious or open to debate. At the same time the composition of the "investigative body" fails to specify the inclusion of professionals in education, representatives of higher education, or members of boards of regents or state higher education commissions. Because the area being investigated is essentially within the purview of higher education this seems a serious omission.

While I recognize the importance of public understanding of any pubic endeavor, such as the preparation and schooling of the nation's teaching force, I remain deeply concerned about the redundancy of the proposed commission, the proposed scope of its activities and the composition of members proposed in Senate Joint Resolution 138. I urge that your Subcommittee endorse the National Commission on Excellence in Teacher Education effort which is now under way and take no further action regarding this resolution.

Cordially,

C. Peter Magrath
President

CPM:kb

cc: Dr. David G. Imig, Executive Director, AACTE
Dr. Robert L. Egbert, Project Director, AACTE
Dr. Robert Rosenzweig, President of the Association of American Universities
Dr. Ronald W. Roskens, President, University of Nebraska Central Administration System
Dr. Lattie F. Coor, President, University of Vermont and State Agriculture College
Dr. Robert L. Clodius, President, National Association of State Unviersities and Land-Grant Colleges

Enclosure: Listing of Members of the National Commission on Excellence in Teacher Education

"The degree of civilization in a society can be judged by entering its prisons."
Dostoevski

39 WEST 19th STREET • NEW YORK, NEW YORK 10011 • (212) 206-7070

May 31, 1984

Honorable Robert T. Stafford, Chm.
Senate Sub-Committee on Education
133 Harte Building
Washington, D.C. 20570

Dear Senator Stafford:

We are writing concerning Joint Resolution 138, which calls for a commission to investigate teacher training in our colleges and universities.

The Fortune Society supports the establishment of such a Commission. We are an organization of ex-offenders. Much of our activity involves counselling ex-offenders on the options available to them, including educational and training options. A great many of them are non-readers, even though they attended the public schools for an average of 8 years befors dropping out. For these members we run our tutoring program, teaching them basic reading and basic arithmetic.

Although our students vary greatly in age, basic personality, economic status, legal status, and home attitudes toward reading, we find that all of them can learn to read by studying letter-sounds and learning how to use the letters for reading and spelling. Many of our students were labeled as learning-disabled or dyslexic when they were children. But we find that whether or not they were so labeled, they all make the same types of reading mistakes, and that all of them can overcome these problems by careful study of letter-sounds.

We believe that many of these men and women are illiterate mainly because elementary school teachers are not being given sufficient background in letter sounds, and how to use them for teaching reading to school beginners. Indeed, one of our staff recently took a master's degree in basic education, and she received no training in this area. Nor was there any effort on the professors' part to determine whether or not she had received such training as an under-graduate.

Illiteracy is certainly one important causative factor in our country's high crime rate, for the illiterate has very few honest ways to make a living. We believe, therefore, that an improvement in teacher training might make an important contribution towards the reduction of criminal activity.

Finally, we wish to request that this letter be printed in the records of your hearings.

Respectfully,

Margaret M. Bishop

Margaret M. Bishop
Reading specialist

cc to Senator Alphonse D'Amato
Senator James Moynihan

Contributions are tax-deductible

New York State College of Agriculture and Life Sciences
a Statutory College of the State University
Cornell University

Department of Natural Resources
Fernow Hall, Ithaca, N. Y. 14853-0188

Fishery Science
Forest Science
Wildlife Science
Natural Resources
Resource Policy
and Planning
Aquatic Science

May 28, 1984

The Hon. Robert T. Stafford
Chairman
Education Subcommittee
United States Senate
Washington, D.C. 20510

Dear Mr. Stafford:

Would you please include the following remarks in the record of the hearing on S.J. Res. 138 on June 7, 1984.

S.J. Res. 138 is a bill which is aimed at increasing our understanding of how teachers are educated in this country and how this process might be improved. It is particularly concerned with improving reading and other basic skills. It refers to an "emphasis on classroom psychological techniques not related to the development of student academic competencies" and to "the effect on students" of such techniques.

My own professional work has focused heavily on one of these techniques, namely the method known as "Values Clarification." This technique is problematic not only because of time it takes away from study of the basics but also because of the ways in which it indoctrinates students in certain quasi-religious values, invades the privacy of families, and so forth.

I would like to summarize a few of these criticisms of the method and also list several of the nationally-known authors who have published such criticisms. Space will not permit developing any of these statements in detail, but the references to particular scholarly works will permit the reader to find supporting evidence and argument. I quote freely from some of my own articles.

(1) Values Clarification "involves a form of indoctrination in radical ethical relativism. That is, it teaches the particular value position that all values are subjective and matters of individual choice, and it does this without ever seriously discussing the the philosophical arguments for and against such a position." (1, 2, 3, 4, 5, 6, 7, 10)

(2) "By failing to distinguish between moral and non-moral values and by identifying all values with personal preferences and tastes, Values Clarification assumes a simple form of hedonism, namely the doctrine that pleasure is the highest good in life." (1, 2, 3, 4, 5, 6, 10)

(3) "Similarities between client-centered therapy and values clarification are significant enough to conclude that values clarification is, in essence, a form

of client-centered therapy." (7) This judgment is particularly isgnificant inasmuch as many schools have required students to participate in Values Clarification excercises.

(4)Values Clarification undercuts the basis of a liberal democracy, for it all values are relative and subjective, then this must also include values such as equality, tolerance of other peoples' ideas, justice, and so forth--i.e. the values upon which our republic is founded. (1, 2)

(5) Values Clarification teaches that the purpose of life is self-fulfillment. But this teaching directly undermines and competes with basic Judeo-Christian beliefs that the purpose of life is to love God and serve one's neighbor. (1, 2, 3, 4, 5)

(6) Values Clarification involves a serious invasion of the privacy of students and their families. Prof. Lockwood, in a major study of the privacy issue, concludes: "In summary, a substantial proportion of the content and methods of Values Clarification constitutes a threat to the privacy rights of students and their families." (9) His evidence is very specific and very disturbing.

(7) Actual Values Clarification excercises often reflect substantial bias against the authority of parents, state, and church; against a sense of duty and obligation to anything that goes beyond narrow self-interest; and against traditional moral teachings such as marital fidelity and pre-marital chastity. (1, 2, 3, 4, 5, 6, 7, 10)

(8) There is little evidence that Values Clarification actually achieves any of the positive results which its authors claim for it, and the use of the method clearly takes time away from the basics. (8)

In summary, Values Clarification (as one example of a psychological technique which has been widely used in public schools) not only takes time away from more basic areas of study, but it also fails to give the students anything positive in its place. And, even more significantly, its use raises some very disturbing questions about the relations between church and state and about the role of the state in indoctrinating students in beliefs and values that directly undermine and compete with basic Judeo-Christian values and beliefs which their parents seek to teach them.

Following are the articles referred to above:

1. Baer, Richard A. Jr. "Values Clarification as Indoctrination." The Educational Forum XLI, no. 2 (1977) 155-165.

2. Baer, Richard A. Jr. "A Critique of the Use of Values Clarification in Environmental Education." The Journal of Environmental Education 12, no. 1 (Fall 1980) 13-16.

3. Baer, Richard A. Jr. "Teaching Values in the Schools: Clarification or Indoctrination." Principal 61, no. 3 (January 1982) 17-21, 36.

4. Baer, Richard A. Jr. "Parents, Schools and Values Clarification." The Wall Street Journal CXCIX, no 70 (April 12, 1982) 22.

5. Bennett, William J. and Delattre, Edwin J. "Moral Education in the Schools." The Public Interest 50 (Winter 1978) 81-98.

6. Delattre, Edwin J. and Bennett, William J. "Where the Values Movement Goes Wrong." Change 11, no. 1 (1979) 38-43.

7. Lockwood, Alan L. "A Critical View of Values Clarification." Teachers College Record 77, no. 1 (1975) 35-50.

8. Lockwood, Alan L. "The Effects of Values Clarification and Moral Development Curricula on School-Age Subjects: A Critical Review of Recent Research." Review of Educational Research 48, no. 3 (1978) 325-364.

9. Lockwood, Alan J. "Values Education and the Right to Privacy." Journal of Moral Education 7, no. 1 (1977) 9-26.

10. Stewart, John S. "Clarifying Values Clarification: A Critique." Phi Delta Kappan LVI, no. 10 ((1975) 684-688.

I should note that in addition to being a Professor in the Department of Natural Resources at Cornell University, I am also the Director of the Program in Agricultural and Environmental Ethics and a member of the graduate field of education. Thus my writing on Values Clarification is directly within my field of professional competence.

Sincerely yours,

Richard A. Baer, Jr.
Professor

FEINGOLD ASSOCIATION OF THE UNITED STATES
Post Office Box 6550 • Alexandria, VA 22306

June 4, 1984

The Honorable Robert Stafford
Chairman, Education Subcommittee
United States Senate
Washington, DC 20510

Dear Senator Stafford,

Please include the following statement in the coming hearings on SJ Resolution 138:

A substantial number of children (generally estimated at between five and ten million in the United States) suffer from a variety of learning and behavioral disorders. The names most commonly applied to these disorders are "attention deficit disorder syndrome" and "hyperactivity."

In their training, teachers are seldom taught that many of the chemical compounds routinely found in the classroom and school can be a factor contributing to the behavior and/or learning problems of some of their students.

The most troublesome chemical compounds can be found in many areas, including: food additives (in snacks, class parties, lunches), in materials used in the classroom (scented stickers, scented glue, scented markers, oil-based paints and varnishes) and in cleaning compounds, disinfectants, and pesticides used in the building.

The Feingold Association is a non-profit, volunteer organization willing to assist educators in identifying those compounds likely to cause problems for chemically-sensitive children. The Association can provide suggestions for substitutes which would be beneficial for all of the children and which would not contribute to the problems experienced by the sensitive child.

Sincerely,

Jane Hersey

Jane Hersey, President
The Feingold Association
of the United States
(703) 765-4370

cc: Senator Zorinsky

Sedona,Arizona
May 23, 1984

The Honorable Robert T.Stafford
Chairman, Education Subcommittee
U. S. Senate
133 Hart Building
Washington, D. C. 20510

Senator:

Re: S. J. 138
National Commission on Teacher Education Act

The subject legislation is of utmost importance. The finger of blame for the problems in America's schools has been pointed in every direction except where it belongs: the closed community in our colleges of education. Obviously, the education establishment has been unable to correct its own past errors. Nor has any other outside influence had any measurable success in effecting a change. The power and influence the education establishment exert over our public school education cry for the need of an investigation.

My own experiences may serve as testimony that "the greatest obstacle to literacy in America is our educational establishment." I respectfully request my letter's inclusion in the report of your June 7 meeting on S.J. 138.

I have been deeply concerned with the problems in education for over 25 years, even to returning to the university at age 54. I obtained my degree in elementary education, majoring in special education, in 1971. My courses at the college of education convinced me that future teachers were being used for purposes other than training them to teach subject matter.

One example: In every course but one, we were subjected to a diatribe on the phonics method in the teaching of reading. Yet, research coming out of the U.S.O.E. Studies at that time indicated "phonics in the beginning instruction had the greatest relationship to reading success than any of the other methods employed." Other impressive research also pointed to the phonics method as a way of alleviating the steadily declining scores in literacy skills. So why the harangue against the phonics method, a method we had not even been taught how to use? I learned later many of my professors had vested interests in the "look-say" sight reading programs, authors of such programs and materials currently in use in public schools.

I became a successful reading teacher <u>after</u> I graduated, and that through enrolling and paying for courses sponsored by an agency outside the college of education. Many of my colleagues were not so fortunate and went to teaching positions applying without question what they had been taught at the college of education, perpetuating a method of instruction with a long-standing record of failure.

Even the seminars and in-service-training courses in remedial methods for teaching in the Right-to-Read federally-funded projects coming out of Washington about that time were composed of the same methodology, games, play-acting, and so on, as that which had failed to teach these many students in the first place. Surely the Right-to-Read effort presented a golden opportunity for the reading community at the colleges of education across the country to correct its past errors. It was a golden opportunity for everyone but the unfortunate students and taxpayers. One cannot help but conclude that the goal of teacher-training courses in the language arts is for the purpose of perpetuating a lucrative method of instruction and its myriad of materials.

I also served (1972-75) a number of committees for our Arizona State Board of Education, developing goals for instruction in the subjects of health and language arts. I also served on the language arts textbook adoption committee. Again I experienced the control and influence the education establishment has on our public schooling.

Members of these state board of education committees included professors from our state's universities, heads of their departments at the colleges of education. To a one these professional educators adamantly opposed every effort to change the status quo in textbooks and methodology despite statistics pointing to an urgent need for change and despite complaints from concerned parents and the business community. The opportunity to correct past errors was glossed over with contrived researh from their own establishment. I would be embarrassed to relate the unprofessional tactics these college educators employed to undermine the goals the majority members of the committees earnestly sought to attain. Surely professional educators who author public school instructional programs/materials have no place on state board of education committeees developing goals for our public schools' instruction.

For the past ten years I have been a private tutor successfully teaching the language arts to the many students who have come to me with a variety of educationally disabled labels. These students, whose ages ranged from kindergarten into the college level, learned to read, spell, write, and think at my kitchen table without the aid of the "props" I had been trained to use in my college of education courses.

I should like to cite one more example: One 23 year-old young man with a high school diploma, employed as a hide-tanner, came to me once a week for 12 weeks from a distance of 45 miles. He had been offered a job as a real estate salesman if he could learn to read and write sufficiently to pass the Arizona real estate examination. When he came to me, his reading and spelling skills indicated a shaky third-grade level. In those 12 sessions with me, he learned enough to continue with his own improvement. In another two months he informed me that he had taken and passed the real estate exam.

The method I use is responsible for my students' successes. It is but a simple,inexpensive textbook for the teacher and a note-

book for the student, and as effective for normal classroom teaching as it is for remediation. The textbook has been available for more than 30 years. I would like to know why our colleges of education do not introduce future teachers to this method.

I am certain if your legislation passes, many questions such as those presented in this letter will be answered at long last. Many future students will benefit.

Respectfully,

Mrs. Elizabeth Dubbell

Mrs. Elizabeth Dubbell (ret.)
Unit #10
55 Cathedral Rock Road
Sedona, Arizona 86017

Onalee McGraw
6542 Hitt Avenue
McLean, Virginia 22101

June 18, 1984

Senator Robert Stafford, Chairman
Subcommittee on Education
Labor and Human Resources Committee
U.S. Senate
Washington, D.C. 20510

Dear Senator Stafford:

By holding hearings on S.J. Res. 138 you have done a great service to the children of America. It is vitally important that the issues relating to the professional development of teachers, the importance of a thorough grounding in subject matter for future teachers and the whole range of related issues be more fully addressed in public. One of the most encouraging signs in the year since the release of A Nation At Risk has been the rediscovery of the crucial role played by dedicated and competent teachers in the proper education of our young people. The vocation of teaching is one of the oldest and noblest of human callings. My own view is that our twin goals of excellence in achievement and equality of opportunity are appropriately combined in an education philosophy that affirms the dignity and value of each and every human person.

In my capacity as a member of the National Council on Educational Research and in my review of all the literature on education reform, it is clear that if there is one area of agreement it is that measures can be addressed that will significantly improve the attractiveness of a teaching career for not only young people, but for people who may have already had one successful career and are looking for a change and who want to make a contribution as well. My view is that the best possible preparation for a successful career in teaching is a broad and excellent liberal arts curriculum. However, these issues need to be thoroughly aired and all sides heard. The hearing on H.J. Res. 138 is a good beginning.

Sincerely yours,

Onalee McGraw

Onalee McGraw, Ph.D.

SV

DR. AND MRS. JOHN A. D'ANDREA
1143 SUNNYSIDE
SALT LAKE CITY, UTAH 84102

June 1, 1984

Committee on Education
133 Hart Building
Washington, D.C. 20510

Dear Sen. Stafford:

As a parent and an educator I am very interested in the future of education in our country. Because of my experience teaching in the primary grades I am most concerned about the number of children in the schools in America who are struggling to learn to read without a basic understanding of the structure of our language and the phonetic principles involved. During my fifteen years teaching first and second grade I have taught a number of different reading programs, only two of which are classified as intensive phonetics. The differences in the children's reading abilities are nothing short of miraculous.

When The Nation at Risk report was published a year ago, I was anxiously looking forward to reforms in education. As we search for ways to improve education in this country, let us look at actual teaching methods that make a difference in the classroom. In Rudolf Flesch's book, Why Johnny STILL Can't Read, he states that there is a clearcut statistical relationship between students' low SAT scores and the reading instruction program used ten years earlier in first grade. In addition Mr. Flesch states, "I've earned the right to say that these grim prospects are the direct results of look-and-say teaching in our schools. Twenty-five years ago I studied American methods of teaching reading and warned against educational catastrophe. Now it has happened." Reading is the basis for success in every subject throughout a student's educational career.

I was interested to hear that there is a bill before the legislature now to create a national commission on teacher education. I request that my letter be included in the report for your upcoming bill. Thank you very much for your time.

Sincerely,

Susan Z. D'Andrea

Susan Z. D'Andrea

6008 Ladd Rd.
Suitland, Md.
20746
June 7, 1984

Senator Stafford
Education Committee
U.S. Senate
Wash. D.C.

Re: S.J. 138

Dear Senator:

In 1980, my fifth-grade son was not reading. He was extensively tested and found to be normal in every way. By chance I encountered a tutor who used the phonetic method. After seeing her twice a week for eight weeks he was reading. He has just completed eighth grade and is on an eighth grade reading level.

The teachers he had in the Maryland public schools do not seem to know phonics or how to teach reading using the phonetic method.

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"It is imperative that teachers are taught phonics and the phonetic method in their education classes. The President's Commission found our nation to be "at risk" — too many Americans are functionally illiterate.

Brian's tutor has a high school education, an ability to teach and a superb knowledge of phonics. Brian is reading because of her and not because of his supposedly well-educated public school teachers.

Teaching, like medicine, is partly an art, partly a science. Room must be made in our schools for those who know how to teach specific subjects. It is also imperative that education majors understand and are encouraged to use phonics.

Please enter this letter and the attached item into the hearing record.

Sincerely,

Jerdick M. Waby

P. O. Box 276
Walkertown, N. C. 27051
May 21, 1984

Senator Robert T. Stafford, Chairman,
Education Subcommittee
133 Hart Building
Washington, D. C. 20510

Dear Senator Stafford:

Thank you for your interest in Senate Resolution S. J. 138, which I understand is scheduled for hearing June 7. I would like to have this letter added to the report.

My efforts to obtain improved reading instruction in North Carolina began in 1959. In the spring of 1960 a group of Forsyth County parents supported a request for intensive phonics which a reading therapist and I made before our Forsyth County School Board, Winston-Salem, N. C. The members of the school board and local educators refused to make improvements.

In August 1960 we appeared before North Carolina State Superintendent of Public Instruction, Dr. Charles Carroll and other members of his department in Raleigh, N. C. to make the request for intensive phonics to be given in all North Carolina public schools. Our request was completely ignored. We put our explanation of the defects in the popular sight method in booklet form, CONFUSION, and published it. Mary Johnson writes in her book PROGRAMMED ILLITERACY IN OUR SCHOOLS that copies of CONFUSION were distributed in the Legislature in Manitoba, Canada by Mr. Douglas L. Campbell, former Premier of the province to help his colleagues gain more insight into the local controversy over reading problems. Copies of CONFUSION and PROGRAMMED ILLITERACY IN OUR SCHOOLS are enclosed.

Since 1960 I have appealed to many educators as well as leaders elected by the people. Because of lack of interest in the problem or lack of power on the part of those very few who were interested in the problem, no one, in all these twenty-five years in North Carolina has been able to initiate any action which might have led to any noticeable improvement in reading instruction in our public schools. In North Carolina we continue to produce illiterates and cause children to be erroneously labeled as retarded because of defective teaching methods in our schools! That such a condition of defective instruction should exist for more than sixty years in our prosperous and supposedly enlightened country, is indeed deplorable.

In 1971 I wrote our present State Superintendent of Public Instruction, Dr. A. Craig Phillips and asked for information concerning who has authority to consider a phonic method of reading instruction to be used in our public schools. Dr. Phillips completely evaded answering my question. He wrote instead, "...The future will require an educated citizenry..." and went on with his famous chant of "...more money...". About that time Representative Charles Taylor scheduled a meeting in Raleigh (N. C.) for me to meet with members of the State Department of Education to discuss this problem. Needless to say, not one member of the North Carolina State Department of Education bothered to attend the meeting scheduled by Representative

Taylor. We are now in that "future" to which Dr. Phillips referred in his evasive response and according to information stated by John Carrington, one of the candidates for lieutenant governor in the May 8 primary in North Carolina, the State of North Carolina now ranks near the bottom on SAT scores—48th out of 50!

In 1978 I attempted to see Governor Jim Hunt who at that time gave every appearance of being sincere in wanting to improve education. I was ping-ponged to a policy advisor who admitted that it had been necessary for her to help one of her children with a reading problem. My response was "What about all those parents who do not know how to help their children?" The policy advisor also stated that she had received "numerous requests for phonics." North Carolina is pouring valuable human resources down the drain because of inferior educational practices promoted by leaders who turn deaf ears to requests of the people.

During the time that federal money was doled out so freely for reading instruction I observed one class of under-privileged pre-school children in our Winston-Salem/Forsyth County School System learning how to apply phonics in reading. It was thrilling to see those little ones beginning to understand the phonetic elements of our language. However, in other schools not receiving federal funds, the children were still bound to have the defective sight method.

While I assume that the purpose of the availability of federal funds was to introduce educators to an effective method of teaching reading, our local educators were evidently unable to assess accurately the value of phonics instruction in beginning reading. As a pig returns to the mire—our educators returned to the sight method after accepting federal funds which provided phonics instruction for a limited number of children who were fortunate in being eligible for the federal program.

The Houghton Mifflin Reading Series is now the method used in regular classes in the Winston-Salem/Forsyth County Schools. It is a modernized, white-washed version of the old Dick and Jane sight method which was so effective in producing millions of illiterates in our country. From the experience I had recently volunteering my help in a public school, our schools are continuing to grind out even more illiterates in spite of the federal money which was thrown to the wind. The Houghton Mifflin teacher's guide in beginning first grade gives the teacher instruction to lead the children to believe that they can read while ignoring the "letter that comes in the middle"—the vowel. In beginning reading, this series teaches the child to read by "prediction": "Use the sounds the consonants stand for and think of a word that makes sense in the sentence."

During the time that I was working to help inform parents concerning the cause of reading failures in our school, I was told by our local principal, the late C. O. McLamb, "If you don't stop this (effort), we won't be able to get teachers in our school." I could only assume that he was passing on the pressure that came to him from his superiors who probably would have retaliated, had I not stopped all public effort to get improvement in our reading program.

Later, because of parent pressure, one of the schools in our Winston-Salem/Forsyth County School System was allowed to schedule

a phonics workshop for teachers to be conducted by a reading therapist. However, a close friend of the reading therapist told me that the therapist had been warned by someone in the school administration offices that if she went into that school and upset the reading program (sight method, of course), she would not be able to get her practice teachers into the school system.

This is merely a sample of the dictatorial practices which educators force on parents in my section of North Carolina. I have heard of only one educator , during these twenty-five years, who has openly given any hint that the sight method is not a perfect method. The educator, who was in the process of leaving our local school system, was quoted in the newspaper as saying that one of his regrets was that "some children were unable to learn to read by the sight method." He was safely on his way out of the system when that statement was publicly made.

From my experience working with individuals who have failed to learn to read with sight method instruction given in our public schools, I have found that all-too-many teachers do not understand the structure of our English language. Many of our teachers were victims of Dick and Jane and they have had little or no instruction concerning the phonetic elements of our language. They have also been brain washed in college to believe that the "phonetic analysis" or "word decoding" given in popular sight methods, is phonics. One primary teacher who recently learned the difference in the "word decoding" in the Harcourt Brace Jovanovich Series and intensive phonics said, "And I thought I had been teaching phonics!"

The quality of education in North Carolina is not as great as some of our leaders climbing the political ladder would have the nation believe it is. The SAT scores give a more accurate account.

Please continue to work for the establishment of the Commission to expose the fraud that exists in our teacher-training institutions, and in the lives of our children who are helpless victims.

Thank you for your efforts.

Sincerely yours,

Hilda Mitchell

Mrs. W. Maury Mitchell

UNIVERSITY OF ARKANSAS AT PINE BLUFF
PINE BLUFF, ARKANSAS 71601
501/541-6599

May 22, 1984

Senator Stafford, Chair
Subcommittee on Education
Hearings: National Commission
on Teacher Education
SD 428
United States Senate
Washington, D. C. 20501

Dear Senator Stafford:

The purpose of this correspondence is to submit to you several items for your consideration regarding the scope, sequence and structure of teacher education. To this extent, I have enclosed the following articles for your perusal and I would greatly appreciate your dissemination of these materials to your subcommittee members:

1. Dare to Seek Excellence - Pine Bluff Commercial, Wednesday, October 19, 1983

2. Achieving Overall Improved Education - Arkansas Democrat Sunday, January 29, 1984

3. What Are the New Basics for Education in Arkansas? Arkansas Democrat, Sunday, October 30, 1983

4. The Teacher Riddle: First Make It Tougher to Be One The Charlott Observer, Sunday, April 24, 1983

Thank you very much for your time, effort and consideration. Should you have any questions, please feel free to contact me.

In addition, under separate cover, I am forwarding to you a copy of "Comparative Analysis of the Basics of Teacher Education and Training" which may be of some interest.

Sincerely yours,

George A. Antonelli

George A. Antonelli, Ph.D., Dean
Division of Education

GAA/gij

(NOTE: Due to printing limitations, certain appendix material accompanying this statement was retained in the files of the committee.)

Baton Rouge Louisiana
June 2, 1984

The Hon. Senator Stafford
Chairman of Senate Sub Committee on Education
Senate Office Building
Washington D.C. 20510

Dear Senator Stafford:

We believe with Senator Zorinsky that the teacher education in the United States needs investigation and we believe that unless a change in teacher education takes place illiteracy will be the norm for far too many of our young people. We shall expect to have the findings publicized by your Commission so that we can all face the realities of that report. It is far too late to keep on complaining about functional illiteracy when we know through experience what can be done in a short time and without the continued increase in the requested funds that is the great excuse today. The REading teachers have such a strong hold on methods of teaching and since they write the books and prepare all the workbooks and the remedial material that are pushed on thepublic they are not too eager to change the failing system. Until thepublic knows that we don't have to live withilliteracy and makes a demand for a change we will continue to doom our young people to failure.

Governor Edwards of Louisiana was quoted in the Morning Advocate, Baton Rouge Louisiana, June 2, as saying that there is a case to be made for going back to basics in education. He said," I would like .... to get away from the enrichment programs and social type programs in schools and teach people to read, because if you can't read the whole world is lost to you. You are living in a world of darkness."

In a series of articles in the Morning Advocate ,February 14th and 15th 1983,it is quite interesting as well as disheartening to see what is in the remedial college texts. Among the pages of the book,"How to Read and Write in College" one finds the REVIEW OF PARTS OF SPEECH as well as WHEN TO USE CAPITAL LETTERS AND APOSTROPHES. (Series of articles are enclosed).

A great segment of teachers colleges are wed to the failing "guessing or look-say" method and they work against anything that is a variation even though the other may be very successful and wanted by teachers. TEAchers tell us that they go back for college courses and conferences in the hope that they will be taught how to teach reading which they do not find in the basal readers. Instead we would get subjects such as " Problems in Reading Teaching" or "Evalustion and Diagnosis of REading Problems" and games and gimmicks and gadgets none of which helped us in teaching children how to read."

Even though some 40% of our students have to take Remedial work in college and some 40% of 2nd, 3rd and 4th graders failed in the 1984 tests which determine if they can advance to the next grade , our colleges of education, in many instances have "black-

balled a successful intensive phonics method which brings success to all students at a very small cost to school systems.

In 1977 we asked Louisina Tech University at Ruston to conduct the Intensive Phonics reading and Spelling workshop. This was set up and Tech has had summer workshops every summer since as well as sponsoring workshops in other communities giving credit for all of these. These have been very successful and teachers are successful teachers with outstanding results in the schools where they are allowed to use the method.

In 1983 we had five workshops scheduled but International Reading professors apparently worked to discourage enrollment in three of them when they told many students that they did not recommend the workshop method. When the instructor went to one of the campuses she was told that no one had registered but we learned from many sources that the applicants had been told that no such course was on schedule, which we can believe after we saw the letter written . We will bring this up in the next paragraph

Shortly after the incidents mentioned above I was sent a copy of two letters, one dated June 30 written by a Dr. Miller who is on the education faculty of the institution mentioned above. He asks that the phonics method be 'blackballed' because many teachers were asking colleges to provide the trainingApparently, this action was taken and we lost three of our workshops, the two which had worked against the 1983 workshops and one that had already set a 1984 date.. We have two with workshops in 1984 with La. Tech U. sponsoring three workshops in three cities and McNeese U. sponsoring two, all for credit.

TEachers who are using Intensive phonics in school rooms or in tutoring situations find that now the so-called so-called unteachables andslow learners are defying all the titles given them . Adults as well as beginnerslearn that this is a sound language and upon learning the sounds of letters or combination of letters this beautuful language is no longer a nemesis. They can master it very early, andmove above their grade levels.

Teachers Colleges must be made responsible for the disaster in lowered reading and learning accomplishments. Marva Collins surely proves that it isn't a lack of money problem as now claimed. I hope that the truth can come out before too many young lives are ruined because of functional illiteracy . I trust that the report of the commission set up by SR 138 will be made available to the public and that action will come to start teaching methods in teacher's colleges which will prepare teachers to teach subject matter proficiently, which is what most of the teachers want.

I am enclosing some of the workshop comments from those attending workshops . You will note that many say that they have never before been taught phonics or how to teach reading andhow the intensive phonics method simplifies the English language, that children learn this very quickly and do not have to guess at words any longer.Discipline problems disappear as if by magic. English is a sound language so why shouldn't it be taught as such instead of trying to teach it as hieroglyphic.

Americans will be waiting anxiously for your report andwe trust that it will not be sidetracked. If America is to survive we must have a change in the education system, one that produces literate students. Let this become the norm in America.

Thank you for your kind attention,

Sincerely,

Helen Mobley

Mrs. Laurie S. Mobley
Louisiana State Chairman REading Reform Foundation
333 Lee Drive Apt 312
BAton Rouge La. 70808

June 5, 1984

Senator Robert T. Stafford
Chairman ,Education Subcommittee
Senate Committee on Labor and Human Resources
Washington, D. C. 20510

Dear Senator Stafford:

I am enclosing some information that I wish to be included in hearings June 7.

Please note the recent resolutions that were passed by the American Federation of Teachers in Arizona.

I am enclosing letters, newspaper articles and other information regarding the Exemplary Center of Reading Instruction. This program is only one of the many federally funded programs that uses the dehumanizing and dangerous method of operant conditioning.

I am also requesting that the enclosed information be included in the Congressional Record.

Very truly yours,

Ann Herzer MA
5139 N. 70th Place
Paradise Valley, Az. 85253

CC: Edward Zorinzky (All materials)

IN SEARCH OF FREEDOM AND DIGNITY

by Ann Herzer
Local 2127

When federally funded educational programs make children so sick that they vomit, revert to bedwetting, suffer from severe headaches and have nightmares, then parents, American citizens and educators have a duty to ask the United State Department of Education and Congress to investigate such programs and address parents and teachers concerns regarding such claims.

When educators and parents are threatened with legal reprisal because of their objections to one such program, and United States Congressmen and the United States Department of Education, who have been fully informed, fail to act, then it is time for citizens, regardless of political philosophies or affiliation to question these acts of tyranny.

In 1978, I began to research and to isolate the educational ills in the American school system. I feel somewhat like Harriet Tubman who led the black slaves to freedom by following the North star. My search for knowledge became a search for freedom and dignity for myself, children, and teachers, and it has been a long and lonely journey. The illiteracy in our country has reached such proportions that parents, educators, Congress and the news media fumble in frustration seeking answers and ways to correct this critical historical period in our country. We are truly a "Nation at Risk" as stated in the President's Commission on Excellence in Education.

The civilization of any nation is directly tied to the education of its children. Our economic and political system is dependent upon the education of subsequent generations.

My research indicates that a large portion of the failure of our educational system can be traced directly to the radical philosophies and methods of the behavioral psychologists. The classroom teachers in America are being programmed to carry out, or be the change agents for a group of utopian elitists who propose to bring about the good life for the entire world.

American traditions and democratic values have been replaced by radical philosophies subtly designed in content and method. Such philosophies and methods can destroy individualism in teachers, children, and eventually our nation, if not exposed and stopped.

The major goal of these radical utopian elitists is not to produce an independent thinking child or adult, but a programmed robot to carry out philosophies that can only be described as mythical or out of the Dark Ages.

By subtle means of mind manipulation, clever propaganda techniques, to out-and-out lies, the American people have been sold programs and methods that truly place our nation at risk. These methods and philosophies have eroded all aspects of American democracy. Who are the major change agents?

Twenty-two so-called experts in the United States Department of Education select the programs, and then promote the destruction of America through the National Diffusion Network at the expense of over-taxed citizens. (The National Diffusion Network is a network established in 1974 by HEW for the purpose of selling their programs, and often themselves to American educators and the general public.)

American citizens need to ask Dr. T.H. Bell, Secretary of the US Department of Education, just what kind of education he is suggesting through his master teacher plan and mastery learning theory. What is his concept of a master teacher? Will those teachers who refuse to teach programs such as the Exemplary Center for Reading Instruction, which originated in his state of Utah with a massive amount of goverment money, be included in the merit system that he is proposing? Will teachers who reject programs which require them to teach from a prepared script and children to respond in unison while timed with a stopwatch even in creative writing, be included in his master teacher plan?

Why has the United States Department of Education failed to investigate this program? Why are Reagan appointees such as Charlotte Iserbyt, who tried in vain to have this and other such programs investigated, no longer in the Department?

Basic skills, mastering skills, accountability, along with much needed discipline are noble ideas. These are ideas that parents and teaches have been stressing and demanding for several years. I doubt that programs such as ECRI, which is now in 40 states and 3,000 school districts in America, are the type of basic education and discipline that professional teachers and parents want. This program uses the dehumanizing method of *operant conditioning*.

Parents and teachers in several states have appealed to me for information and help. The parents tell me that their children's personalities are changing and many of them are physicially ill from the highly structured program. Lock-stepping is the key word in this program.

Since 1978, when I was first exposed to this program, I have appealed to U.S. Congressmen and others to have this program investigated. Other teachers and many parents have contacted their congressmen to no avail. Why? Has the classroom teacher become the change agent for these radical behavioral psychologists? Are they the change agents for the United States Government?

The United States Department of Education has stated untruths about this program. Why? In my opinion, this and other programs using *operant conditioning* have all the elements of brainwashing and mind control. Why have U.S. Congressmen and the Department of Education overlooked the appeals of noted educators, doctors, and desperate parents regarding the possible harmful effects of the programs being promoted by the National Diffusion Network?

When federally funded programs make small children sick, and parents and teachers who object are threatened with legal reprisal, and the educational system continues to deteriorate, we must demand a full investigation from the U.S. Congress and the President of the United States.

Parents Demand Action On Educational Mind Control

April 19, 1984
The Washington

By PAUL A. FISHER

WASHINGTON, D.C. — Some 50 parents were drawn to the nation's capital to support regulations proposed by the Department of Education to prohibit educators from probing into and shaping the personal beliefs of students.

The regulations are a tardy response to legislation passed five years ago, known as the Hatch Protection of Pupil Rights Law.

One witness, Sally Reed of the National Council for Better Education, noted that the regulations "would define in very broad terms the privileged information that teachers may not pry into and would ensure that parents are given the right to make *informed* consent before their children are enrolled in 'experimental' educational programs."

She noted, too, that "powerful individuals in the education establishment who don't like parental notification have done their best to keep the Hatch law from being enforced. . . ."

Malcolm Lawrence of the Maryland Coalition of Concerned Parents called attention to the following instructional materials and practices used in classrooms to psychologically manipulate and invade student privacy: diaries, contrived incidents for self-revelation, values clarification strategies, and life and death survival games.

Lawrence said these techniques "draw information from the students and permit the manipulation of their attitudes and personality development."

He noted, too, that one high school in Maryland asked students to disclose their religious affiliation and to inform the teacher how regularly they practiced their religion.

TO LEARN BASIC SKILLS

Concerned parents may be fighting a losing battle because the secretary of the Department of Education, Terrel Bell, in a book he wrote in 1974 appeared to favor the very things the parents are complaining of. In his book, *A Performance Accountability System For School Administrators*, he wrote:

"The economic, sociological, psychological, and physical aspects of students must be taken into account as we look at their educational needs and accomplishments, and fortunately there are a number of attitude and inventory scales that can be used to assess these admittedly difficult-to-measure outcomes."

All of the parents attending the one-day hearing on the proposed regulations complained about what has happened to education as they have experienced it. However, the regulations themselves are directed to "any applicable program designed to explore or develop *new or unproven* teaching methods or techniques" (emphasis added).

Moreover the regulations stipulate that no student shall be required to submit to psychiatric or psychological examination, testing, or treatment, "the primary" purpose of which is to reveal information concerning various personal beliefs or affiliations. Accordingly, the examinations and testing can apparently be used if it can be shown the "primary" purpose was for almost any reason other than to probe the students' psyche.

Phyllis Schlafly testified: "Parents send children to elementary and secondary schools to learn the basic skills: how to read and write the English language, some mathematics and science, and the essentials of American history and government.

"Unfortunately," she continued, "some persons look upon the schools *not* as a means of teaching children knowledge and skills, but as a means of subjecting them to psychiatric treatment, changing their attitudes, probing into private family matters and attitudes that are none of the school's business, and getting pupils to accept religious and moral values different from their own."

The Eagle Forum president called attention to a number of horror stories associated with the New York City Board of Education's "Sex Education Program" (SEP) which, among other things, she said, "forces explicit discussions of sexuality and genitalia on little children at the kindergarten and primary grade levels (p. 30)."

She noted, also, that sex and nuclear war are the "only two subjects which are taught kindergarten through 12th grade. No other subject is taught for the entire 13 years of pre-college schooling — not English, math, science, or history."

Mrs. Schlafly called attention to a quotation from a federally funded program, "Facing History and Ourselves," in which a student comments on *Night*, a book by Elie Wiesel. The student wrote: "The most meaningful parts of the book to me were when the boy stopped believing in God. . . . Maybe my faith is waning a little, just from reading about it. Unfortunately, this book will always be tucked in my memory."

"BEFORE MY GRANDCHILDREN HAVE TO SUFFER"

Lou Ann Hobson brought tears to the eyes of those at the meeting when she related how her child was exposed to the "destructive influence" of the Contra Costa (California) educational system. "To this day, our child is still trying to find himself," she said with a catch in her voice.

Then, she said, she and her family moved from California to Chicago to "try to run away from this miserable education, but we found it wherever we went."

Continuing, she said her husband translates 18 languages for major corporations in the United States, and the parents had hoped their son would follow in the father's footsteps, but, she cried, "he has been destroyed" by public school education.

Sobbing openly, she almost shrieked at the hearing officer, Monika Harrison, special adviser to the deputy undersecretary for management at the Department of Education: "What are you going to do?" And a bit later, sobbing heavily, she cried: "Please, I beg you, do something before my grandchildren have to suffer. . . ."

Many in the audience were wiping their eyes, and applauded vigorously as Mrs. Hobson sat down to be comforted by a friend.

"MORAL DECAY BY DESIGN"

Marcy Holting, a housewife and mother from Amber, Pa., said "It is wrong for an all-powerful government to decree invasion of the privacy of citizens. . . . State-sanctioned criminality in public schools is undermining parents."

The Pennsylvania housewife said conditions have reached the point where parents are responsible only for "feeding and clothing the child," and that children are "suffering moral decay by design."

Later in an interview with *The Wanderer*, Mrs. Holting said she knows government bureaucrats are "patronizing" her and the others who testified. However, she said, if enough people speak out, they can make the difference.

The Amber mother of two said she has been subjected to "intimidation," and called such names as "a nut," "a McCarthyite," and a "witch hunter." Those characterizations, she noted, were hurled at her at school board meetings and over the telephone. A friend gave her a gold nut to wear around her neck.

Explaining further, she said the school systems are "evil," and the federal government "is now a part of it." She continued:

"This is my children's future, my country's future. There is a God. There are absolutes. There is right and wrong. For someone to pretend there are not, or to walk over the rest of us who believe there are, is totally wrong, and is something I would give my life for — and I might have to."

Mrs. Holting noted that similar educational brainwashing was imposed in Germany, in Russia, and China. "We can only hope that there is Christianity behind us, and we will say: It's not going to happen here."

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THIS WEEK'S NEWS FROM Inside Washington

At Education Department Hearings

Parents Decry Mind-Bending Courses

Hundreds of parents and pro-family advocates from all parts of the nation are demanding a halt to the widespread use of psycho-social techniques in the schools—many of them developed and disseminated with federal funding—that are designed to manipulate children into rejecting long-held Western values in favor of moral relativism.

At a series of hearings held in eight cities by the Department of Education between March 13 and 27, parents complained that instead of emphasizing the 3 R's and cognitive skills, schools are devoting increasingly large amounts of their time and resources to changing the attitudes and values of children on a host of controversial issues, including politics, religion, the role of the family, sexual norms, feminism and so forth.

The purpose of the hearings was to receive public comments on a proposed regulation to enforce a 1978 law, known as the Hatch Amendment, that was intended to protect the privacy of elementary and secondary students by forbidding psychiatric or psychological examination, testing or treatment in federally funded education programs "without the prior written consent of the parent."

While pleased that the government was finally moving to enforce the 1978 law, which was authored by Sen. Orrin Hatch (R.-Utah), many of those who testified expressed disappointment at the long delay in issuing regulations. Up till now, they complained, many school districts have ignored the Hatch Amendment because there was no enforcement mechanism.

Even worse, in the view of many who testified, is that the regulations as currently proposed do not go far enough to meet the original statutory objectives of the Hatch Amendment.

In particular, witnesses took issue with the Department's decision to exclude from the regulations' coverage the programs funded by the National Institute of Education (NIE) and the National Center for Educational Statistics (NCES), which they noted are two of the agencies most responsible for spreading the techniques that the Hatch Amendment was designed to protect against.

As Kirk Lewis, a public school teacher and former school board member from Flushing, Mich., commented: "This is absolutely unbelievable to think that T. H. Bell, secretary of education, would even consider such an exclusion. Is Secretary Bell deliberately excluding those programs of the Department that would be most affected by the enforcement of the Hatch Amendment?

"Five years ago when this was passed unanimously by Congress," said Lewis, "didn't Terrel Bell get the message—parents want the schools to educate, not manipulate values? Is this why he waited five years to write regulations and just six days before they appear in the *Federal Register*, declares that the very programs responsible for research, experimentation and testing will be excluded?" If these hearings are to determine how best to enforce this law, "then the first recommendation must be that the Secretary cannot be allowed to exclude the programs that contribute to the demise of the rights of parents and students nationwide."

While department officials have said NIE must be excluded because of the way several laws covering the Education Department are written, Lewis questioned this interpretation, noting that even the liberal Carter Administration had acknowledged that NIE was covered. Lewis cited a letter, a copy of which has been made available to HUMAN EVENTS, in which Theodore Sky, then the deputy general counsel for programs in the Department of Education, explicitly stated that the Hatch amendment applied to NIE.

BELL LAWRENCE

Not only should NIE and NCES be included, many witnesses said, but the regulations should be broadly written to cover *any* use by the schools of the offensive psychological techniques that the 1978 law was meant to restrict, even when direct federal funding has ceased or when the funding is indirect, such as through block grants.

Lawrence A. Uzzell, a former special assistant to the Director of NIE and currently president of LEARN, Inc., said that in most cases there should be "as few strings as possible tied to federal aid." But, he said, the institution of the family is even more important than the principle of local control. "Therefore, we *should* want strings tied to federal education subsidies" if it "will help force local school officials to recognize that it is not they, but the parents, who bear ultimate authority and responsibility for raising children."

Malcolm Lawrence of the Maryland Coalition of Concerned parents pointed out that, through such means as federal funding for research, curriculum development, and in-service training for teachers, the use of controversial psychological techniques has become so thoroughly blended with the general curriculum in many parts of the nation that it would defeat the purpose of the law to limit its coverage merely to programs that are currently funded by Washington.

Among techniques and practices that "openly beg psychological manipulation and invasion of student privacy," said Lawrence, are "non-academic personality tests; questionnaires on personal life, views, and family; autobiography assignments pertaining to personalized moral and legal dilemmas; log books used as supplements in language arts and social studies, diaries, journals, compulsory K-through-12 life science curriculum, sociograms, group contact sessions and talk-ins, blindfold walks, isolation techniques, role playing, psychodrama, sociodrama, values clarification strategies, and life/death survival games.

"These techniques draw information from the students and permit the manipulation of their attitudes and personality development. . . . Many of the techniques are based on federally funded programs, and it is of little consequence to the classroom teacher whether a particular curriculum is federally financed or not," Lawrence said. "The point is, they are being used and children are at risk in the classroom."

An illustration of how methods to manipulate the values and attitudes of school children can be spread indirectly through federal funding is a research report entitled "Global Education: State of the Art," released in December 1983.

This report, which was published by the Northwest Regional Educational Laboratory in Portland, Ore., "pursuant to Contract No. 400-83-0005 of the National Institute of Education," denounces the "dominantly western-orientation" of traditional American social studies courses, calling this inadequate to prepare students for "citizenship in a global age."

The report goes on to note: "Global education is clearly not value free. It is openly and explicitly committed to a range of value goals," the purpose of which is to instill "pro-global-mindedness" in children. To be effective in molding children's attitudes, the report adds, global education concepts should be "infused" throughout the entire curriculum and introduced to pupils "as early as possible."

The authors of the NIE-funded report go on to provide helpful hints on how individual teachers can "infuse" the "critical attributes" (i.e., ideological goals) of the globalist "world view" into the whole range of traditional subject areas. And they even provide an "infusion grid" to help the teacher make the necessary curriculum changes.

Given the widespread use of this federally promoted "infusion" method, said Lawrence in a HUMAN EVENTS interview, it is clear that the Hatch amendment protections should apply whenever the goal is to manipulate and break down traditional values — even if the techniques are em-

(Continued on page 8)

MIND COURSES / From page 6

bedded in programs that otherwise are not federally funded.

Far from limiting the range of the Hatch amendment to only part of the programs funded by the Education Department, many witnesses called upon Congress to extend the same protection to school programs funded by other federal agencies.

Beth Trotto of Fort Washington, Md., testified, for example, that a recent grant from the U.S. Information Office to the Maryand Council on International Understanding through the International Visitors Center of Baltimore is being used in part to promote a globalist curriculum throughout Maryland.

Other witnesses noted that some highly controversial education programs receive funding from more than one federal agency. A grant from the U.S. Office of Education was used by the Michigan Department of Public Health to print and distribute a manual for junior and senior high-school sex education teachers that not only utilizes many dangerous psychological techniques but is obviously intended to promote pre-marital sexual activities. During the same period, training of the Michigan sex education teachers was reportedly provided by Planned Parenthood under a grant from the U.S. Public Health Service.

One suggested assignment in the federally funded manual, entitled *Preparing Professionals for Family Life and Human Sexuality Education* (on page 12), calls upon the teacher to:

"First ask the students to relax, feel comfortable and close their eyes. Then ask them to fantasize and design a form of birth control that they would *enjoy* using. If possible, they should include in their design how the contraceptive would work to prevent pregnancy, but this is not necessary.

"Next, ask students to share their designs out loud, noting differences and good ideas. (The various designs may elicit much laughter.)

"Finally, in discussion, elicit from students the criteria they consciously or unconsciously had in

mind when they designed their methods of birth control. These may include factors such as ease of use, comfort, safety, effectiveness and reversibility. Ask students to apply these criteria to present contraceptives, and rate them accordingly."

On page 15, the manual says teachers should be comfortable with the language of human sexuality -- including the "scientific, the everyday and the vernacular" — and "be able to translate, for themselves and their students, back and forth." To help with this, the following exercise is suggested for the teacher trainees:

"Divide the class into groups of five or six, select one word or phrase and then have each group list as many synonyms as it can in 3-5 minutes. Use words such as penis, vagina, intercourse, breast. Repeat, using a different word....

"Now, rearrange the class in dyads...and ask that, taking the list from Exercise 1, they engage in a conversation for three minutes trying to use as many of the words on the list as possible. Repeat with a different list...."

While conservatives had expected the Reagan Administration to cut off all funding for such programs and to publicly denounce those which had been introduced with federal help in the past, under Terrel Bell, the Education Department has done no such thing. On the contrary, the NIE's National Diffusion Network continues to promote many controversial curriculum programs and methods. And on March 26, the department announced in the *Federal Register* that it is considering more than doubling the number of NIE's regional research laboratories from the current seven to as many as 16.

The following first three resolutions were submitted by Ann Herzer, President of Local 2127 of the American Federation of Teachers. They were submitted to the AFTU officers for consideration at our annual state convention, 5/5/84 in Scottsdale, Arizona. The officers recommended yes on all three resolutions. The fourth resolution was submitted on the floor by Tomasita Taylor, President of Isaac Federation of Teachers, Local 2106. All four resolutions passed the convention and it was further voted to send the resolutions to members of U. S. Congress, the United States Department of Education, the Arizona State Legislature and to the resolutions committee of the American Federation of Teachers for the annual meeting to be held in Washington, D. C. August 20-24, 1984:

Whereas: We consider the professional classroom teacher to be the best judge of curriculum and methods to meet the needs of individual students; and

Whereas: We know that the well prepared classroom teacher and their opinions are an essential part of a rational educational system; and

Whereas: The United States Department of Education is promoting experimental, dehumanizing programs that use operant conditioning on both teachers and students; and

Whereas: We recognize the danger of such radical methods being used on unknowing children and teachers; and

Whereas: We as moral, ethical and professional teachers oppose such programs as the Exemplary Center for Reading Instruction, Project Instruct and/or any other program that uses operant conditioning under the guise of Mastery Learning, Classroom Management, Precision Teaching, Structured Learning and Discipline; therefore

Be It Resolved: That the Arizona Federation of Teachers petition the United States Congress for protection against such methods and we further propose that strong regulations be passed by the United States Congress against the use of operant conditioning and experimental research being used on teachers and students without their prior knowledge and written consent.

Whereas: The American Federation of Teachers have always stood for equal rights for all our citizens and those under our protection; and

Whereas: We believe that the proposed regulations under Section 439 of the General Education Provisions Act discriminate against some minority students; therefore

Be It Resolved: That the Arizona Federation of Teachers oppose the proposed regulations.

Whereas: The American Federation of Teachers know the importance of local school control and especially the principal's roll in in each school; and

Whereas: We strongly support improvement in education; and

Whereas: We believe the local school district and faculty are the only ones with sufficient evidence and knowledge about particular programs; therefore

Be It Resolved: That the Arizona Federation of Teachers strongly oppose state and federal infringement into the evaluation of teachers in local schools.

Whereas: Students have individual learning styles; and

Whereas: Teachers have individual teaching styles; and

Whereas: Many students have become ill when exposed to mind-control programs such as ECRI; and

Whereas: Several teachers have experienced great stress and mental anguish by being forced to teach mind-control programs such as ECRI; and

Whereas: Parents who have objected to their children being placed in mind-control classes such as ECRI have been either ignored or ridiculed; and

Whereas: Mind-control programs are being targeted in poor and minority schools; and

Whereas: Mind-Control programs bypass thinking skills by laying out the answers for children; and

Whereas: Mind-control teaching programs such as ECRI eliminates creativity and individuality; and

Whereas: Mind-control programs do not bring about longterm learning gains that they are supposed to bring about; therefore

Be It Resolved: That the AFTU opposes the use of all experimental mind-control programs that diametrically oppose quality teaching and learning.

Note: ECRI stands for The Exemplary Center for Reading Instruction, a federally funded program being promoted in the United States by the Department of Education through the National Diffusion Network.

Presented at the southwest Conference of the International Reading Association, Tucson, Arizona, October 31, 1981. by Ann Herzer, MA-Rdg. Specialists

My presentation today is about some of the federally funded programs, and mastery learning--the effects on children, teachers, and education in Arizona, and the United States.

My first contact with mastery learning occurred in 1978, when I was working in Title I, as a Reading Specialist. I attended a week long workshop to learn the method of teaching. I was so shocked and appalled by this program that I began an extensive research study of the program, and others being promoted by the National Diffusion Network, a network established to promote, and sell programs, that are approved by a panel of "Experts" called the Joint Dissemination Review Panel. This panel is appointed by the U.S. Office of Education, and the U.S. Department of Education. It is their job to select programs that show promise, or are said to work. These programs are published in a book, called Educational Programs That Work, and are sold to administrators and the State Departments of Education, usually through the National Diffusion Network, that Arizona joined in 1977.

The questions that need to be asked about these programs, is not how good the experts are, but what kind of education are they selling.

Many of the programs, approved by the Joint Dissemination Review Panel, under the guize of mastery learning, classroom management, discipline, basic skills, structured learning, and yes, even phonics, are using the dehumanizing method of operant conditioning. These mind manipulating programs are being fostered upon a naive and great nation of freedom loving people. By subtle means of mind manipulation, and clever propoganda techniques, to out-and-out-lies, the American people are being sold methods that can destroy the individualism of their children, and eventually this nation, if it is not stopped.

This method that has been used in totalitarian nations for the purpose of control - political control - is said to destroy the free will of man. This method is now being used indiscriminately on a captive audience of American school children and teachers.

Methods that have been previously limited, in the U.S. to prisons and mental institutions are running at a dangerous and rapid pace in the American classrooms.

Teachers, regardless of their knowledge, training, and talent are being told - You will teach these programs. Many teachers, that have the intelligence, or the free will left to question, and state their objections, are being told to seek employment elsewhere.

The program that I was subjected to, known as ECRI, the Exemplary Center For Reading Instruction, is so highly structured that teachers are required to teach from a prepared script. The script is prepared for both teacher and student. The children are required to respond, in unison, in creative writing, reading comprehension, and almost everything else. The children are required, at one point in the training to raise their arm to a 45 degree angle. I am happy to report that I failed their proficiency test.

We were told that no modification would be allowed in the program. Of course, the variables must be held constant in operant conditioning, if it is to work. I was not told the method, and I specifically asked, "Just what is this method?" Other teachers are also not being told the method.

Teachers are evaluated on their fidelity to the program. They are evaluated on how many students respond in unison, and what they do to get the non-responders to respond, within a five second time limit.

Children are required to respond one word per second on an isolated work list, with 100% mastery. They are required to respond two words per second in context reading. The program materials states, "Since teaching pupils to read a new word requires twenty-nine steps, it is not unusual to expect an equivalent number to teach pupils to spell a new word." They read these words while the stop watch ticks away.

Teachers and children, because of the extreme structure required in operant conditioning, are being placed under great physical and psychological stress. According to parents, children are showing symptoms of excessive nail bitting, stomach aches, severe headaches, reverting to bed wetting, and waking up in the middle of the night screaming with nightmares.

This program is now being taught in 36 states, and 706 school districts according to the U.S. Department of Education, and this is only one of such programs.

I was just told, by a member of the U.S. Department of Education, that the American Association of School Administrators, meeting in Arlington, VA., voiced their approval of this program.

Perhaps we should take a look at just why administrators are supporting this program. In Ohio, administrators were paid a separate salary to administer it. Many school officials are paid 25 cents per copy for the mastery tests - that they have adapted to the basal readers.

Parents in Texas, who objected to this program, were threatened with legal reprisal, from the director's lawyers - a large firm out of Salt Lake City, Utah. I also received threats of legal reprisal, when I agreed to go to Ohio, last year, to meet with a group of parents, and some school board members, that were deeply concerned about the effects this program was having on their children. I assumed the First Amendment to the U.S. Constitution was still in effect in Ohio, so I went. When I returned, I found that I had been sent another warning from the director's lawyers. My letter is almost identical to the one the parents received in Texas. These are acts of tyranny. When members of the U.S. Congress, and the U.S. Department of Education, that have been fully informed about these matters, fail to act, then all of our freedoms are endangered.

Let us not be naive about government - any government. According to Peter Schrag, in his most informative book Mind Control, and Vance Packard's book The People Shapers, one in six graduate students were subjected to LSD experimentation by the CIA. A government that would subject 400,000 young soldiers to nuclear fallout, would indeed, subject its teachers, and innocent children to the dehumanizing method of operant conditioning.

There is a distinct difference between mastering a skill, and mastery learning. Mastery Learning, as it is being presented in these programs, and some textbooks, is a theory based upon research by Thorndike, with cats, John B. Watson, who believed that what goes on inside the mind is irrelevant, and B.F. Skinner, with pigeons and other lower animal species.

Skinner, and others, are listed in Packard's book, The People Shapers, as radical behavioral psychologists. The behavioral psychologists, that are not considered radical, are now warning aginst the excessive use of operant conditioning that is being used, and promoted, in the U.S. and elsewhere.

Dr. Skinner, in his book, Beyond Freedom and Dignity, proposes that we can no longer afford freedom and dignity. The dream of Utopia, by the radical behavioral psychologists is a pure world-created by operant conditioning. Dr. Skinner does raise the questions of "Who will control?" He also warns of the physical danger of operant conditioning being used on human subjects.

I believe that we can expect to see more and more of these programs in Arizona and the United States. The purpose of the Title II, Basic Skills Program, that was passed by the 95th Congress, under President Carter, is to coordinate the federally funded programs into the states. Arizona was the first state, in the nation, to jump on the band wagon for this program. The State mandated testing of all students, once a year, complies with the program.

By March, 1983, the Arizona Basic Skills Program calls for a plan to measure citizenship skills. The plan also calls for a record keeping system. How does one measure citizenship skills in a free and pluralistic society? Perhaps, 1984 would have been a more realistic date for such a plan.

Recently I attended a meeting, where the senate education chairman spoke. She said, that when educators and parents object to the state mandated CUES, that we, in the Arizona Legislature, say that at least we know that something is being taught. Such statements have led to the implementation of these programs and methods. Some parents and students no longer have any respect for any teachers. This is destructive to children.

As I said before, the question we need to ask, is not how good the experts are, but what kind of education are they selling?

Hitler had his experts, often brilliant scholars, with impressive degrees after their names, who prescribed curricula, and textbooks designed to fashion the Nazi mind. In Moscow there is a ministery of education, composed of equally brilliant educational experts, whose job it is to manipulate the minds of Soviet youth. The point is, that there are always experts willing to carry out the wishes of those in power. I give you this information only as a historical reference of the system, not as an implication.

Briefly I would like to speak to the results of the State mandated testing. In some districts, to comply with the State law, gifted children that did not score a 9 stanine on the test were not placed in the enrichment programs. It made no difference that the students scored a 9 stanine in reading comprehension. They were still not placed, and teacher recommendations were never considered. If comprehending isn't reading, what is?

Now, what can we do as educators? I, for one, am tired of hearing the propoganda of how bad the educators and classroom teachers are in the U.S. Such propoganda has led to these programs and methods.

We can and must inform the public. We must take an open stand against such methods and programs. I do not think there is a parent in the U.S. that will not support us if they are fully informed. Even if they don't, we have a moral and professional obligation to the children that have been entrusted to us.

We must not give in to political pressure. We must regain the respect, freedom and dignity that most of us so justly deserve. The dreams, the hopes, and the freedom of this nation, rest in our hands. We must do everything we can to preserve the individual freedom of children, and to preserve the infinite variety in humanity. As Dr. Goodman has said, arrayed against this great human potential is a know-nothing view, based upon no scientific knowledge or research.

To destroy the infinite variety in humanity, is to be guilty of a treasonable act against humanity.

Testimony submitted to the United States Department of Education, Federal Building, 7th Floor, 230 North First Avenue, Phoenix, Arizona, March 20, 1984. Hearing conducted on proposed regulations that would implement section 439 of the General Education Provisions Act which pertains to student rights in research, experimental activities and testing.

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President American Federation of Teachers Local 2127

Educational Background: BA - Secondary Education, Major History
Minor in Reading - with Reading
Specialist Certification

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Specialist Certification

MA Reading Education Plus

Public School Teacher 11 years
Title I-K-12 th Grade
Gifted Education
Basic Skills Teacher Reading and Math 5-8th Gr.
Classroom Teacher 5th Grade
7/8 LA teacher

Educational Membership: Pi Lambda Theta
National Council of Teachers of English-SLATE
Ocotillo East Reading Council

I am honored to have this opportunity to speak before the United States Department of Education regarding the proposed regulations under section 439 of the General Education Provisions Act.

First of all I wish to state that the fact that section 439 was necessary attests to the fact that the civil and human rights of students and parents were, and will continue to be violated by the United States Government.

The Hatch Amendment, passed in 1978, has proven to be worthless and the rulemaking regulations now being proposed by the Secretary of Education have even less value in my opinion.

The National Institute of Education, the research and experimental agency of the U. S. Department of Education,has been exempt under the proposed regulations.

Transition Programs for Refugee Children are not included in the proposed regulations.

The College ~~Adolescent~~ Assistance Migrant Program has also been exempt under the proposed regulations. Since many of these students have not reached legal age, they cannot be considered consenting adults. This leaves a portion of our often poor and minority children to be used as human guinea pigs by the federal government. To exempt these groups from the proposed regulations, even if the regulations had any merit, is not right. These students are being denied due process granted to other students in the American classrooms.

These proposed regulations do not state all the programs that will be exempt. I quote, "If the law authorizing a new program specifically provides for a different outcome, section 439 would not apply....this interpretation excludes some programs administered by the Secretary."

The fact that we are testifying for rulemaking procedures for handling inquiries and complaints would lead one to assume that the dehumanizing programs that use operant conditioning such as the Exemplary Center for Reading Instruction and Project Instruct, just to name two, are going to continue.

Whether government sponsored programs that use operant conditioning i.e. behavior modification are being promoted under the guise of Mastery Learning, Classroom Management, Precision Teaching, Basic Skills, Highly Sequenced Programs, or anything else, the fact remains that children and adults need protection from such methods.

When one is submitted, voluntarily or involuntarily, to such

a scientific method of control, then that person stands in danger of becoming a mere puppet or robot to be manipulated at the descretion of the change agent or those in power. Such methods should be outlawed on moral and ethical grounds throughout the world.

The purpose of public education, in the United States, has always been to create an independent thinking individual-capable of functioning on his/her own and capable of continuing to learn on his/her own. The government sponsored programs that use operant conditioning could create just the opposite effect in public education. When we attempt to control and manipulate the thought process of both teachers and students, we risk the intellectual growth of our nation.

It is my intent, today, to submit this testimony against such methods and programs and against regulations that could protect these methods and programs.

Senator Hatch stated in the Congressional Record dated Aug. 23, 1978, ..."Our Amendment requires that before any elementary or secondary age child is subjected to psychiatric, behavior probing or other nonscholastic and nonaptitude testing, that there must first be obtained the written consent of the respective child's parent or guardian." ECRI or any other program that uses operant conditioning can clearly be defined as behavior probing.

Most of the programs being promoted by the National Diffusion Network claim to be scholastic. Herein lies the fallacy (nonscholastic) in the Hatch Amendment. No program whether nonscholastic or scholastic should be exempt from protecting the human and civil rights guaranteed under our Constitution for <u>all</u> citizens or refugee children under our protection.

Children throughout this nation are suffering from government sponsored "so-called scholastic programs." They are suffering, according to parents, from severe headaches, stomach aches, reverting to bed-wetting, skin abrasions, nightmares and other symptoms of undue stress and strain placed on them by the unproven teaching method of operant conditioning.

Teachers and desperate parents have turned to their local school boards, State Department of Education, United States Department of Education, and their congressmen, and yet they seem to have no recourse against such programs being promoted by the government.

The United States Department of Education has stated untruths about the ECRI program. They have denied the method, denied that children are timed with stopwatches, and denied that teacher behavior is monitored before and after the workshops. This information can be found in a file in the United States Department of Education. The file is composed of letters from me to Congressman Eldon Rudd, Mr. Rudd to department personnel, department personnel to Mr. Rudd, parents, teachers, nationally known educators and others regarding the ECRI program.

To use operant conditioning on unknowing citizens, teachers, and students without their full knowledge or consent, I firmly believe is a clear violation of moral and ethical laws recognized in all free nations.

I recommend that the National Institute of Education and <u>all</u> programs be included in protection of students and parents rights. New laws or regulations should be drafted and passed by the United States Congress to protect all citizens, or those under our protection, from experimentation, especially in the area of behavioral psychology.

Most assuredly, parents or guardians should be fully advised of any experimental educational program/s and advised of any possible

adverse effects with the program/s, educational, physical or psychological. They should have full authority to immediately pull their child out of any program that is listed as experimental or uses new or unproven teaching techniques, especially those that use behavioral psychology.

I am also submitting in this testimony approximately 75 pages of compiled research regarding the source, philosophy, and harmful effects of behavioral psychology.

Respectfully submitted - Ann Herzer

CC: President Ronald Reagan
United States Congressmen

Mastery Learning: Cloning of a Nation

by

Ann Herzer

In Science and Human Behavior, B. F. Skinner said, "The hypothesis that man is not free is essential to the application of scientific method to the study of human behavior." He said the use of such concepts as individual freedom, inititative, and responsibility have been reinforced by the traditional Western point of view.

Skinner is absolutely correct in his assumptions, especially in education. The American traditions of individual freedom, initiative, and responsibility are concepts that have always been prevalent in teacher training in the United States.

Has this philosophy changed? If so—who changed it?

When "Exemplary" programs that are promoted by the Federal Government use such profound sources as How to Teach Animals, by B. F. Skinner and How to Teach Animals: A Rat, A Pigeon, A Dog, by Kathleen and Shauna Reid, then professional educators and citizens need to closely examine the materials and techniques in their so-called "Mastery Learning" programs.

Vance Packard, writing in The People Shapers, gives credit to John B. Watson for establishing the formal science of shaping human behavior. He states, "He had correctly forecast how future behavioral engineers could operate by fragmenting behavior patterns into bits to be mastered one at a time, in sequence. This is MASTERY LEARNING as it is being promoted in the United States.

I was first exposed to one "great exemplary" federally funded program that touts the concept of "Mastery Learning", in 1978. This program was started in Salt Lake City, Utah, with $848,536 from 1966-68 and 1971-74, under Title III of the Elementary and Secondary Education Act. Since that time the federal government has provided additional funds to help and disseminate the ECRI program, under the auspices of the Department of Education's "National Diffusion Network".

The ECRI program is only one of many of the same type of social engineering programs being promoted throughout the U. S.

This program requires teachers to teach from a prepared script and children to respond in unison, in creative writing and almost everything else. Every child is required to respond to every directive. The teacher is evaluated on how many students respond in unison and what he/she does to get the non responders to respond within a five second time limit. Perfect penmanship, and 100% mastery of each skill is expected of every child. If these requirements are not met the teacher and child is recycled through a set of directives until the target goal has been reached for both.

Under the guise of mastery learning, discipline, and basic skills, teachers and students are being subjected to the dehumanizing method of operant conditioning. By subtle means of mind manipulation, clever propoganda techniques, to out-and-out lies, a great nation of freedom loving people are being sold methods that can destroy individualism in teachers and individualism in children. Unknowing teachers and students alike are being prepared for some "radical utopians" dream of the future Brave New World.

The goal of the radicals can be achieved only if the American people are mislead into believing that all teachers are illiterate

and only the government knows how to train teachers.The teachers of merit could become the teachers that are willing or unknowingly promoting S-R-S methods of teaching. Following are excerpts from the ECRI materials:

Proficiency Evaluation: As a result of this training, each trainee will be able to identify basic teaching procedures, and to use the S-R-S model in actual teaching situations. The trainee will be evaluated by the Program Director through a proficiency checklist during a teaching session with pupils.

Pupil Objectives:

As a result of the skills developed by the teacher pupils will:

1. Read new words learned by sight and by context accurately and within a time limit of one second per word in isolation and one-half second per word in context. (Teaching New Words Through the Sight and Context Methods, ECRI, p.7).

Since teaching pupils to read a new word requires twenty-nine steps it is not unusual to expect an equivalent number to teach pupils to spell a new word. If teachers daily use the first six directives of spelling instruction (or seven, as needed), the ten directives for written word formation and the nine to thirteen directives for written word discrimination, pupils will spell the words as readily as they read them. (Teaching Spelling Skills, ECRI, p. 107).

If the minimum standards in the oral proficiency test are not met, the Program Director could take this trainee through the program separately or with the next training group. (the teacher)

1. A count is made of the number of directives or procedures given correctly and in order. In either sight or context a minimum of 28 correctly stated directives is needed in order to maintain 95% fidelity to the program.

2. A count is made of the number of correction procedures used when a pupil does not respond or gives an incorrect response. This corrective procedure is vitally important when teaching children, and teachers should be very alert to wrong responses and/or a pupil who is not responding.

3. The number of praise statements given is counted. Criterion of minimal expectancy is at least one per directive.(Teaching New Words through the Sight and Context Methods, ECRI, pp12-13).

A. Training Objectives (Examples)

Read this sentence three times.
Write, spell and read "picnic" four times.
Read each word two times.
Read this paragraph three times.
Read the words on this card until my pointer comes off the chart.
Practice reading your flash cards for the next two minutes.(p.27)

(Time limit of seconds and/or minutes imposed.) Write, spell and read "challenge." You have three seconds, Write...stop.

T-19 ...To prevent problems from occurring in this area (regarding discipline) it is important to have specific activities to occupy the full time, so that no pupil, not even the high ability pupil, will ever be "through".

To make independent working time fully effective, it is important to "program" the pupils through each activity. This can best be accomplished in "lockstep," all pupils in the class practicing each step together...

Each child in the class should have the same word list for the lock-step procedure so that each pupil can perform the same activity with his own word list independently each day, when he has mastered the mechanics of study.

Following is an example of the "lockstep" procedure: "Everyone put your finger under the first word on the list. Read the word (said) Spell and read the word aloud (s-a-i-d, said). Put your finger under the next word, etc. If the lockstep practice is not continued long enough, it will break down when the teacher leaves the pupils to work independently. If the behavior is well established, it can easily be maintained by intermittent reinforcement by the teacher.

ECRI descriptors for teachers include the following:

Maintains a brisk pace
Teaches untimed practices before time practices
Elicits unison response
Does not verbalize with or give unnecessary help
Strong, but not shouting, verbalization of pupils
Penmanship is perfect
Establishes a rhythm to keep rapid responses in unison

Creative Writing Skills:

Elicits unison response from pupils

Teaching Procedures - Dictation

Teaches proofing to three groups simultaneously

Teaching Procedures - Spelling

Perfect penmanship
Strong, but not shouting, verbalization

CREATIVE WRITING(AGAIN):

Bases creative writing on skills instruction

Enrichment Reading:

Assign read-a-story
Pupils learn behavior which can be carried into content reading such as orally, silently, and orally reading. (Each assignment requires three readingsbefore the timed mastery oral reading test is given).

After all the eliciting responses, shaping, fading, extinguishing, rewarding, monitoring, and three readings of each selection, the

child is now ready to take the mastery test which includes the following:

(1) Mastery test

a. Reinforces on task behavior
b. Maintains on task behavior of all pupils
c. Remove cards from chart holders to identify testees
d. Moves to pupils to give tests
e. Teaches pupils how to get ready for tests
f. Card on pupil's desk and starts stopwatch (teacher says nothing)
g. Pupil reads word list and is timed
h. Pupil spells rapidly and orally
i. Pupil reads oral reading passage and is timed
j. Asks comprehension questions
k. Starts pupil in next mastery cycle
l. Completes record keeping before leaving
m. Uses strategies for giving pupil additional practices when part or all of test is not passed
n. Uses positive reinforcement for pupil being tested and those around him
o. No time is wasted by pupil or teacher
p. Spends 1/3 of practice time giving tests
q. Retests after necessary practices have been completed.

Other descriptors include:

Oral responding occurs in all areas of language skills instruction.
Will involve some reading with expression
Oral responding totals at least 75% of observed instructional and practice time.

The characteristics of teacher are listed as:

(9) Maintains meaningful, creative work through the entire language skills instruction by using techniques of behavior management.

One might ask why rate is so important in this method. Skinner states, "If you want to identify manipulable causes you must isolate them and then test yourself by manipulating them and observing what happens...I watch the rate with which a response is made. I would like to identify that rate as a function of manipulable, demonstrable condition." (B. F. Skinner, The Man and His Ideas, p.9).

This is mastery learning, i.e. operant conditioning—fragmenting behavior patterns into bits to be mastered one at a time, in sequence. This is not the way children learn to read, or learn anything else.

Accountability in education is important, but when the method of B. F. Skinner becomes the test, then education has become a cloning

process for both teacher and student.

When administrators and districts mandate that teachers use this method and program, and the following criteria is established, then good teachers will continue to leave our schools in droves.

Administrator's Role in an ECRI "Adopted" School

2. Supervisor: Monitors teachers - uses fidelity checklist at all levels of sophistication.

3. Motivator - Expects mastery of teachers (as they are to expect it of pupils).

5. Evaluator - Evaluates teacher behavior change.

It was stated in A Nation At Risk, "If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war. As it stands, we have allowed this to happen to ourselves."

Have we?

Mary Johnson

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June 5, 1984

Senator Robert T. Stafford
Chairman
Education Subcommittee
133 Hart Building
Washington D.C.20510

Dear Sir:

I understand that your subcommittee is holding hearings on the need for a National Commission on Teacher Education, and that written testimony is acceptable.

I hope you will admit my small contribution from Manitoba, Canada, into the record. I spent 14 years researching the cause of reading and spelling deficiencies among schoolchildren (1956--1970). In the course of my investigations I visited many American cities and listened to random groups of children reading simple material aloud. I did this in public playgrounds and parks, usually under the very interested eye of media reporters.

The enclosed test results from New York City are typical of the oral reading I heard all over North America -- the children had succeeded in memorizing sight words taught by the system, but could NOT decode words which differed by only ONE letter. This demonstrative evidence proved that children were not being given a foundation in phonic skills, so essential for independent reading.

As you can see on the enclosed sheet, the word RED was flubbed by only five children out of the 42 who read aloud for me.

By contrast, the equally simple word FED was missed by 35 of the 42 children.

RED was taught as a memorized sight word, like a Chinese ideograph, whereas FED was not. Theoretically, the children were supposed to look at FED and think, "Now this looks like RED, but it starts like FUN, so it must be FED." This theory, which sounded -- and still sounds today -- so beguiling, didn't work.

The poor stunted little primary schoolchildren who tried to read for me in 1965 are now poor stunted young adults, trying to make their own way in life, without the vital, basic skills which would enable them to function in our literate society. When you look at this damning evidence

from New York City, recorded 19 years ago, you can see graphically the stuff of which adult illiteracy is made.

The people who are responsible for this travesty of education do not believe in asking children to read aloud as a check on their mastery of basic decoding skills. They tend to despise, in fact, anything which is concrete, practical and measurable. Careers in education are not built on such mundane matters.

The whole structure of teachers' colleges, the ineffective teaching methods they perpetuate, and the textbooks the professors author and authorize is inbred and self-serving.

I sincerely hope that your subcommittee can shed a little light on this very murky scene.

Yours sincerely,

Mary Johnson

Mary Johnson

CRANE ELEMENTARY SCHOOL DISTRICT

June 5, 1984

THE HONORABLE EDWARD ZORINSKY
UNITED STATES SENATOR
443 RUSSELL SENATE OFFICE BLDG
WASHINGTON DC 20510

Dear Senator Zorinsky:

I am writing this letter in order to formally express my support for the proposals you have offered in S.J. Resolution 138. Enclosed please note a variety of information that you may find interesting regarding the educational programs in Crane Elementary School District No. 13. We have been dealing with most of the problems presented recently by the National Commission on Excellence in Education for the past four years in our District. In particular, however, I would specifically offer my support to the following:

1. Every effort to reinstitute phonics programs for reading instruction, particularly at the elementary levels.

2. All efforts at developing teacher training programs which include emphasis on course work which deals with reading and writing instruction.

3. All efforts at developing teacher training programs which include time management, especially in relationship to direct classroom instruction, formal training in such programs as Assertive Discipline for the expressed purpose of training perspective teachers in more effective management of student discipline.

4. Teacher training programs which include careful attention to successful public school programs developed as a result of educational experience and research.

I feel strong enough in my convictions that I offer the enclosed materials to you as a matter of record for the hearing. I feel strongly that the proposals submitted under the National Commission on Teacher Education Act would result in significant positive changes for public education in America. I would

volunteer to offer my services to you or any other members of the Senate Education Subcommittee now or in the future as I have seen first hand what such changes can do for elementary students. Our District level achievement test scores have risen significantly and steadily for the past three years. Further, we also recently completed a pilot program with 157 youngsters that placed great importance on traditional techniques and programs, including phonics first reading, rote drill, dictation, patriotism, and generally high expectations for student performance. I have enclosed the achievement test scores for this school as well as the other schools in our District for your perusal.

If I can be of any future service for the purposes of clarification or whatever, please do not hesitate to contact my office. I wish you the best of luck in your endeavors.

Sincerely,

Patrick M. Dallabetta

Patrick M. Dallabetta, Ed.D.
Assistant Superintendent

PMD/abs

Enclosures

cc: Mrs. Bettina Rubicom
Reading Reform Foundation
7054 East Indian School Road
Scottsdale, Arizona 85251

Senator Robert T. Stafford, Chairman ✓
Education Subcommittee
133 Hart Building
Washington, D.C. 20510

3359 Cranberry South
Laurel, Maryland 20707
June 1, 1984

The Honorable Robert T. Stafford, Chairman
Education Subcommittee
133 Hart Building
Washington, D.C. 20510

Dear Senator Stafford:

Enclosed are copies of my letters to Senators Mathias and Sarbanes concerning SJ 138. I would appreciate your entering my comments into the record on this issue now before your subcommittee. We have to scrutinize the standards for teachers before they may practice their profession on our most important resource: our children.

Sincerely,

S. S.

(Mrs.) Sharon L. Sheppard
Maryland State Chairman
Reading Reform Foundation

cc: Senator Zorinsky

3359 Cranberry South
Laurel, Maryland 20707
June 1, 1984

The Honorable Charles McC. Mathias, Jr.
United States Senator
Senate Office Building
Washington, D.C. 20510

Dear Senator Mathias:

I am writing concerning Senator Zorinksky's Senate Resolution SJ 138. This resolution is of the utmost importance. There must be an investigation of teaching methods being taught to teacher trainees in our colleges.

I am not a teacher, but I am a parent of a child who failed to learn to read via his school's methods. After conducting my own investigation, I was appalled at what I discovered 10 years ago. My child, as well as many others, had not been taught even the basic rudiments of the alphabet and its functions. I had to teach him myself and, also, teach my younger son to prevent this from happening to him.

Later, while employed as a reading teacher's aid, I saw the materials being used and noted a serious lack of phonetic-based books. Enclosed is a copy of another example of our schools' methodology. During the past 10 years, I have continued to teach many others to read without the benefit (or, in this case, detriment) of a formal teacher training program. I have joined with others in fighting the illiteracy epidemic in our country.

I hope you will show your support for this resolution by co-sponsoring it. Will you advise me of your position on this issue?

Sincerely,

L. S.

(Mrs.) Sharon L. Sheppard
Maryland State Chairman
Reading Reform Foundation

cc: Senator Stafford
Senator Zorinsky

3359 Cranberry South
Laurel, Maryland 20707
June 1, 1984

The Honorable Paul S. Sarbanes
United States Senator
Senate Office Building
Washington, D.C. 20510

Dear Senator Sarbanes:

I am writing concerning Senator Zorinksky's Senate Resolution SJ 138. This resolution is of the utmost importance. There must be an investigation of teaching methods being taught to teacher trainees in our colleges.

I am not a teacher, but I am a parent of a child who failed to learn to read via his school's methods. After conducting my own investigation, I was appalled at what I discovered 10 years ago. My child, as well as many others, had not been taught even the basic rudiments of the alphabet and its functions. I had to teach him myself and, also, teach my younger son to prevent this from happening to him.

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I hope you will show your support for this resolution by co-sponsoring it. Will you advise me of your position on this issue?

Sincerely,

S. S.

(Mrs.) Sharon L. Sheppard
Maryland State Chairman
Reading Reform Foundation

cc: Senator Stafford
Senator Zorinsky

SKYLINE ELEMENTARY SCHOOL
6311 Randolph Road
Suitland, Maryland 20746

Mrs. Virginia W. Stufft
Principal

April 23, 1982

DAYLIGHT SAVINGS TIME: Don't forget to set your clocks AHEAD one hour before retiring Saturday night.

P.T.A. MEETING: Our instrumental students, members of the glee club, and students in Mrs. Wright's and Mrs. Williams' classes will present a musical program at the P.T.A. meeting on Tuesday, April 27, at 7:30 p.m. We hope you will plan to attend this meeting and enjoy the efforts of our students and their teachers.

KINDERGARTEN REGISTRATION: Have you registered your child for kindergarten next year? If not, please call the school office to make arrangements for registration. Children who will be five (5) years old before January 1, 1983, are eligible for kindergarten.

THINGS TO DO WITH YOUR CHILD: Encourage Your Child to Read to You: Most children just learning to read want, naturally, to demonstrate their newly achieved ability to the people who mean most to them, namely their parents. So lend a willing ear when your child wants to read something to you.

Help If Necessary: If the child is just beginning to read, don't hesitate to help with words that cause difficulty. Later, you can help your child figure out such words independently. Sometimes a child can decide what a word is by looking at the picture on the page. Or a child can skip over the unknown word and by reading the rest of the sentence can figure out the word from the sense of the sentence.

Teach Your Child to Take Care of Books: Your example is the best teacher. Treat books with care, and your child will do the same.

BREAKFAST AND LUNCH MENUS FOR THE WEEK OF APRIL 26 - 30, 1982:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Orange Juice	Apple Juice	Peaches	Applesauce	Orange Juice
Cereal	Scrambled Eggs	Pancake	Waffle	Cereal
Milk	Toast/Butter	Syrup	Syrup	Milk
	Milk	Milk	Milk	
Pizza	Hot Turkey	Spaghetti	Beef Steak	Hamburger
Corn	Sandwich	French Bread	Submarine	French Fries
Fruit	Mashed	Shredded	Lettuce &	Green Beans
Cake	Potatoes	Lettuce	Tomato	Pudding
Milk	Gravy	Applesauce	Pineapple OR	Milk
	Peas	Cake	Peaches	
	Jello	Milk	Potato Chips	
	Milk		Milk	

READING REFORM FOUNDATION

7984 E. INDIAN SCHOOL ROAD, SCOTTSDALE, ARIZONA 85251 (602) 946-3887

FOUNDER

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WASHINGTON 98286

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(206) 454-2272

THE HON. LITHGOW OSBORNE
TRUSTEE EMERITUS
AUBURN, NEW YORK

* DENOTES EXECUTIVE COMMITTEE

SPECIAL ADVISER

MISS ELIZABETH HASWELL
DAYTON AREA CHAIRMAN
CARILLON HOUSE APT. 8G
2230 Patterson Blvd.
DAYTON, OHIO 45420

June 5, 1984

Senator Edward Zorinski
443 Russell Senate Office Building
Washington, D.C. 20510

Dear Senator Zorinsky,

We agree wholeheartedly with the focus of your S.J. Res. #138 and wish to congratulate you for pinpointing a great problem area, "the weakness in teacher training."

The disrespect for education courses on the part of many dedicated teachers, and the request for teacher-training courses outside of our colleges of education is evidence that your bill is greatly needed. Curriculum restructuring is essential at our universities, to bring back the basic subject matter and structure of language.

Hundreds of letters from teachers tell of the difficulty they experience trying to find adequate basic phonetic materials in their universities.

When the Associated Press published a series of articles written for parents, entitled " Johnny Still Can't Read-But You Can Teach Him at Home", thousand of letters were received. It was surprising to us to find that 4% of the writers were teachers seeking information on our workshops.

Your Commission can investigate why this need is not fulfilled at our universities. Why should teachers ask, "why wasn't I taught this in college"? Why do so many admit, "after four years of college, and X X years of teaching, I learned more about the English language in three weeks at your course."

Large numbers of Home Teaching Groups across our country are filled with dedicated parents recognizing the inadequacy of primary teaching, and are seeking higher standards. Some have written us, "I am a victim of Dick and Jane and do not want my children to suffer the same handicaps I did, I will learn as I teach my children." These home teaching groups would not have to be if the universities were fulfilling their responsibilities to the public.

All children start school wanting to achieve. Your commission may give them that opportunity and diminish the failure syndrome so prevalent today.

Respectfully yours,

Bettina Hall Rubicam, Pres.

(NOTE: Due to printing limitations, certain appendix material accompanying this statement was retained in the files of the Committee.)

8307 E. Arlington Rd.
Scottsdale Arizona

Senator Edward Zorinski
443 Russell Senate Office Building
Washington, D.C. 20510

Dear Senator Zorinsky,

This is to commend you for your initiative in drafting S.J. Res. 138, and your success in getting a hearing on the bill. In this connection I respectfully ask that my comments and enclosures be included in the record of the hearing.

For ten years I have been a volunteer in an organization whose sole aim is to restore the alphabet to its proper place as the basis of elementary reading instruction, namely THE READING REFORM FOUNDATION. Every time the name of our organization and what it stands for is mentioned in a newspaper or other periodical we receive hundreds, and in some instances thousands; one time over 6000 from the state of Michigan alone, appeals from teachers, parents, and administrators asking for help in teaching children to read, using the phonics method. Our files are overflowing with letters from inadequately prepared teachers groping and experimenting to discover what college preparation should have provided. After they, or their parents, have spent hard earned money for a college education, they then are willing to spend more money and time to take evening or summer courses to learn intensive phonics. These are the dedicated teachers. Too many though are willing to just drift along turning out the overwhelming number of adult illiterates we find in our society today.

The professors of education in our colleges and universities oppose the teaching of phonics. Could it be because so many of them have a vested interest in the writing of the look-say methods of instruction? I think so. They ignore the volumes of research showing that phonics is the most effective method of teaching beginning reading. Therefore I respectfully suggest that you begin your investigation into the teaching of the most fundamental of all skills - READING.

Enclosed are lists of comments from people who have taken one of our intensive phonic courses, a few samples of the type of letters we receive, and two case histories showing how children are able to read when taught with phonics.

Respectfully yours,

Claire Tolan
(Mrs. J.R.)

CNT/
enclosures

102 East Ravalli Street
Hamilton, Mt 59840
June 2, 1984

To the Senate Education Subcommittee

Subject: S. J. 138
The National Commission on Teacher Education Act

I urge you to support S. J. Resolution as submitted by Senator Edward Zorinsky.

There is definitely a need for the revision of the educational requirements for teachers in our elementary and secondary schools.

Many required, useless and repetitive courses should be eliminated. Less emphasis should be placed on methodology and more on actual subjects to be taught. Instruction in intensive phonics for teachers of all grades should be given. Special emphasis should be placed on the training of kindergarten and first grade teachers.

Our teachers should be instructed in the basics of education and not in behavior science, social adjustment or emotional development.

Prospective teachers should be tested in the basic skills in reading, writing, math, grammar and other subjects that such teachers will be employed to teach.

Respectfully submitted,

Pauline E. Garnella

Pauline E. Garnella

731 Pleasant View Drive
Victor, Montana 59875
May 24, 1984

The Honorable Senator Edward Zorinsky
443 Russell, Senate Office Building
Washington, D.C. 20501

Dear Sir:

Re SJ 138

Please convey my heartfelt approval of SJ 138 to the members of the Education Subcommittee.

As a public school teacher of the primary grades I heartily endorse a revision of the college curriculum currently required for the certification of teachers. Too much time and wasted effort (to say nothing of expense) is directed toward methods courses and far too little on subject matter. Most of my colleagues and fellow members of the Delta Kappa Gamma Society, International (teachers' honorary), agree.

As a teacher of first-graders I am most aware that the emphasis on upgrading education at the high school level and beyond is applying the focus to the wrong end of the system. If children are not taught to read, write, spell and compute in the <u>first</u> grade they will attain less than their full potential henceforward. Most vital to that beginning instruction is a teacher trained in INTENSIVE PHONICS who can convey to the students the basic structure of our English language. At present, it is rare to find a teachers' college offering such a course.

Best wishes in your endeavors to improve the education of our nation's children.

Sincerely yours,

Adele C. Branch

Adele C. Branch

Mrs. James W. Vieregg
1016 West Division St.
Grand Island, Nebraska 68801

May 29, 1984

Sen. Edward Zorinsky,
Dear Sir,

I am replying to your letter of May 17th and wish to thank you for giving me the opportunity to support your Bill establishing the Commission on Teacher Education. This happens to be my 26th year of serving as a School Board member and also having served the State School Bd. Assn. as a past president, I chaired the State Advisory Council for 7 years, have

served on the State Council for Teacher Ed.
and am a director of the Mid-Continent
Regional Educational Lab. I have watched
with alarm, the steady deterioration in
the quality of preparation of our teacher
candidates. Too often they are unable
to express themselves well orally or in
writing. Education cannot achieve
excellence when there is not mastery of
the basics of communication. I feel a
study commission such as you are
proposing is long overdue and could
do much to upgrade the quality of
offerings in our teacher training institutions.
Please let me know if I can offer
additional support through the groups I
see regularly. Thank you, Virginia Vierregg

Lincoln, Nebraska
5312 S. 46
Lincoln, Nebr. 68510

Senator Edward Gurney
443 Russell Senate Office
Washington D. C.

Dear Senator,

A conversation among teachers at Milford disclosed the Mathematics teacher had less college hours of math than teachers who had Bachelor of Arts degrees. It developed that teachers College required less college hours for a major in Math, English and other subjects than Bachelor of Arts College.

Teachers College threw phonies out of the schools. Remedial Reading professors had to have students- Civics, geography and history were thrown out and replaced by 'Social Studies', Anything easy enough for below average students to pass.

Teachers College is geared to Physical Education students — the poorest college students. If three men failed as coaches they were

elected as principals and superintendents and often to teach mathematics. Is it any wonder our schools fail to educate?

These men took ~~of~~ over the Nat. Education association and turned it into a political machine.

Today you don't get paid for teaching, you get paid for taking more and more insane education courses.

All teachers should be required to get Bachelor of Arts degree.

Sincerely
Amy E. Borland

Certification is not based on qualifications. That is the entire trouble with Church schools. The best qualified teachers are denied certification unless they pay tribute to teachers colleges.

We need better educated teachers not more money.

Palo Alto, Calif.
May 22, 1984

Dear Senator Zorinsky:

I am well aware of the failure of the teachers colleges to ~~to~~ train teachers properly.

In 1930 I was living on a plantation 20 miles from Honolulu. The local school needed substitute teachers and I applied, as I had taught for six years in Nebraska.

I was required to take methods courses at the Teachers College of the University of Hawaii. The methods had no meaningful relation to teaching elementary grades, where the children were Filipino, Japanese, Korean, Chinese, Portugurse and a few whites.

The head of the Teachers College was strongly in favor of the whole word method of teaching reading. So much so that he refused to investigate a Catholic school where the sisters had been very successful in using an intensive phonics course in teaching reading.
Shortly after that a next door neighbor told us she had been hired by the School Dept. to teach remedial reading. A few years later the School Dept., in reporting progress for the year, proudly announced that they now had 31 remedial reading teachers.

Fortunately we were able to get around that problem by sending our children to an Army school on Ford Island and later at Schofield Barracks.

Sincerely

Dean + Dorothy C. Jackson

Palo Alto, Ca.
May 21, 1984

The Hon. Edward Zorinsky, Nebr.
U.S. Senate:

Dear Senator Zorinsky:

Thank you for your speech July 28, '83
In the thirties I was called to substitute
for a 7th Grade class, Ewa, Oahu, Hawaii.
I found 29 of the 34 students could not
read. Within a month Romalda Spalding who
was teaching 4th grade children at Punahou
to read, She offered to teach teachers
and nuns that Summer. The nuns
welcomed her "Writing Road to Reading" and
used it successfully in the Catholic
schools. English teachers of the 11th Grade
found their pupils could not read. S.,
one teacher taught Mrs Spalding's method
(under the table) It took six weeks to teach
these 11th Grade children to read.

It's formula study group - learned two years
with a report. We were shocked to learn by
the experts from University Hawaii Teacher's
College and Department of Reading.
These persons responsible for teaching the teachers

refuse to listen. They have closed minds
They are haughty – not open to suggestions.
I wish you luck! You are on the right track.
I went thru grade school & Lincoln H. S. 1914
We were taught to read.
Omaha had good schools in 1918
With best wishes!

Sincerely,
Dorothy A. Jackson
4222 Carolina Lane
Palo Alto Ca 94306
University of Nebraska 1918

I Recommend
"The Writing Road to Reading"
by Romalda Spalding
Morrow, William + Co. Inc. 105 Madison
Ave, New York 10016

Baton Rouge Louisiana
June 2, 1984

The . ; Hon. Edward Zorinsky
Senator from Nebraska
Senate Office Building
Washington D.C. 20510

DEar Senator Zorinsky:

We appreciate your splendid and timely address to the United States Senate in which you introduced legislation to establish a commission to investigate teacher education in the United States. It is high time that we learn the real cause of so many of our students coming out of high schools who are really functional illiterates. We have seen them weep when they have said they could not even fill out application blanks for a job, and this to happen after 12 years in school.

Governor Edwards of Louisiana was quoted in the B"ton Rouge Morning A"vocate on the 2nd of June as saying that there is a case to be made for going back to basics in education. He said, " I would like ... to get away from the enrichment programs and social type programs in schools and teach people to read, because if you cannot read the whole world is ;ost to you, Your are living in a life of darkness:."

In a series of articles on the 14th and 15th of Feb.1983 is quite interesting as well as disheartening when you see what is in the remedial college texts. The book "How to Read and Write in College"reviews the parts of speech, a section,when to use capital letters and apostrophes. (enclosed in letter)

A great segment of Colleges of Education are wed to the failing guessing or "look-say" method and work against anything that is a variation of that even though it may be very successful. Teachers tell us that they go back for education courses which will tell them how to teach READING. They were going back to conferences in the hope that they would find something better than their basal readers."Instead we would get "Problems in Reading Teaching" or"Evaluation and Diagnosis of Reading Problem" , games and gadgets none of which helped us in teaching children how to read."

Even though some 40% of our students have to take remedial work in college and in the 1984 spring tests for 2nd, 3rd, and 4th came up for some 40% failing which means that they will have to take remdial summer work in order to go into the next grade, our Colleges of Education in many instances have "blackballed" a successful intensified phonics workshop which has wonderful results with <u>all</u> students and which does not demand a large expenditure of funds to put it into a school system.

In 1977 we approached Louisiana Tech University at Ruston about including a full language arts course based on intensive phonics. They did this and have had the workshop each summer as well as sponsoring a dozen workshops in communities, all with credit from La. Tech, with great success.

In 1983 we had five summer workshops scheduled but IRA Professors apparently worked to discourage enrollment for we were told that they told students that they did not recommend it. When the instructor went to the other campus they told her no one had registered but we were told from a number of sources that applicants were told that there was no record of such a course. This we could very well believe after the following incident.

A short time later the following material was sent me, the letter dated June 30th, about the time the that the above incident occurred and this gentleman Dr Miller being a membem of the education faculty of that university. His letter was really an invitation that this intensive phonics course be "blackballed". Dr. Metaja sent out notices that this course would be taken up at the fall meeting. Enclosed are copies of thos letters and one that I wrote Dr. Miller. Apparently they took the desired action and being politically strong we lost three of our Universities, the two that had worked against the 1893 workshops and one that had already set a date for the 1984 year.. We have two workshops giving credit now, Louisiana Tech which is giving credit for three workshops in three different cities and McNeese University which is giving two workshops for credit.

Teachers who are using the Intensive Phonics in school rooms or in tutoring situations find that now the so-called unteachables and slow learners are defying all the titles given them. Adults as well as Kindergarten and First graders profit from this instruction and make progress putting them above their grade levels.

Teachers Colleges must be made responsible for the disaster in lowered reading and learning accomplishments. Marva Collins surely proves that it isn't a money problem as is now claimed. I hope that the truth can come out before too many of our young people's lives are destroyed and that this Commission set up by S.R. 138 will be ordered to make their findings public and that we proceed to start teaching methods in the teacher's colleges which will prepare teachers to teach subjects proficiently, which is what most of the teachers want.

I am enclosing some of the workshop comments written by those in attendance in which you will note that a great many say that they have never before been taught how to teach reading and how the intensive phonics method simplifies the English language and that children learn how to use it and do not have to guess at words any longer. Discipline problems disappear as if by magic.

We want to thank you for your effort in making literacy a norm among school graduates once again

Sincerely,

Helen Nelson Mobley

Mrs. Laurie S. Mobley , Louisiana State Chairman
REading R form Foundation

333 Lee Drive Apt.312
BAton Rouge Louisiana 80808

Senator STAFFORD. I thank all three of you, and again, I might say there may well be questions in writing from members of the committee who are not here, if that would be agreeable to you, for response at your early convenience.

Senator Zorinsky, do you have any questions?

Senator ZORINSKY. I have no further questions.

Senator STAFFORD. Well, then, on behalf of the committee and its absent members, as well as Senator Zorinsky and myself, I would like to express our deepest appreciation for your coming here—the preparation, the travel, and everything else that is so helpful to this committee in its deliberations.

Thank you very much.

The committee stands adjourned.

[Whereupon, at 11:30 a.m., the subcommittee was adjourned.]

○